

# State Opportunity Index



# ALASKA

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## STATE SUMMARY 2025

# Alaska at a glance

**THE STATE OPPORTUNITY INDEX** combines research-backed strategies for improving education-to-career outcomes with benchmarking measures to track progress for all 50 states, giving policymakers and institutions a framework for strengthening the link between education and opportunity.

For each state, the Index reports the percentage of students who experience a positive return on investment and summarizes progress in five key areas for improving success beyond completion: Clear Outcomes, Quality Coaching, Affordability, Work-Based Learning, and Employer Alignment. States are grouped into four categories: Leading (at the forefront, demonstrating strong progress); Advanced (substantial progress); Developing (early stages of improvement); and Foundational (just beginning their journey).

Positive ROI

77%



**State  
Opportunity  
Index**

**strada**

Learn more at [strada.org/state-opportunity-index](https://strada.org/state-opportunity-index)

References for "unavailable" refer to states in which there was insufficient data to assign a rating at this time.  
In cases where the margin of error crosses a category threshold, states are given a combined category.

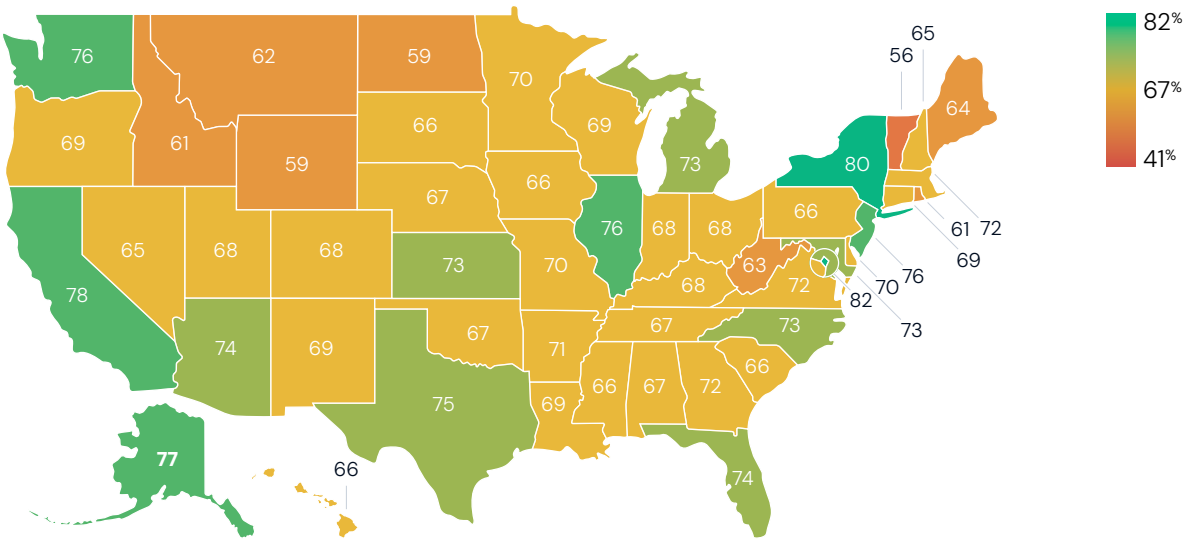
# Positive ROI

Alaska

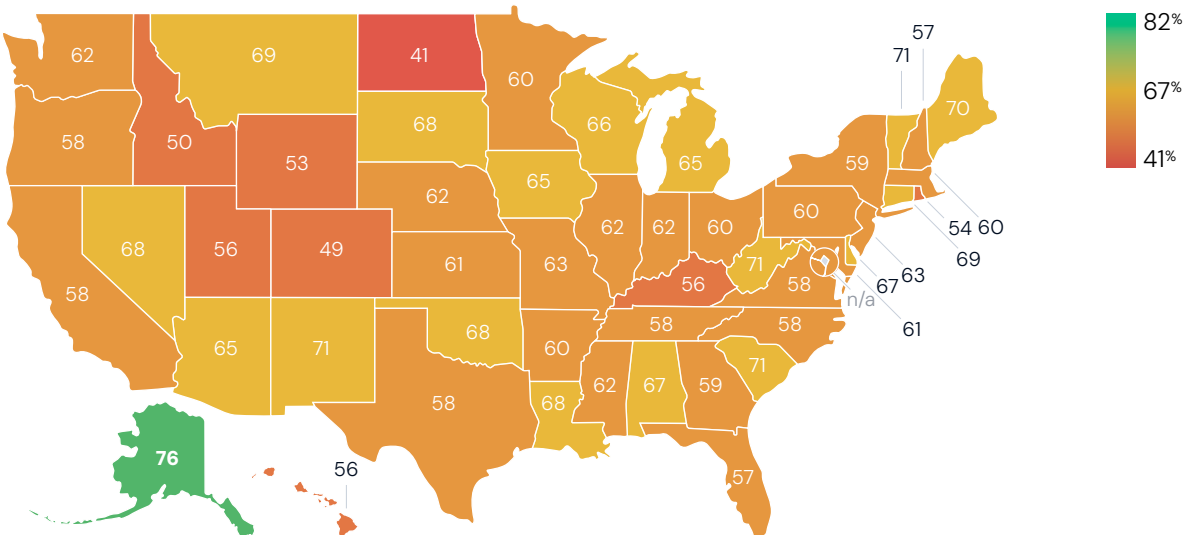
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

|                   | Alaska | U.S. |
|-------------------|--------|------|
| <b>Overall</b>    | 77%    | 70%  |
| <b>Bachelor's</b> | 77%    | 73%  |
| <b>Associate</b>  | 76%    | 60%  |

Percentage of graduates with positive 10-year ROI by state – bachelor's degrees



Percentage of graduates with positive 10-year ROI by state – associate degrees





Everyone should have access to accurate information on employment outcomes that can help them make informed decisions about education after high school. The Clear Outcomes measure is based on 10 critical elements that contribute to the capacity of state education-to-employment data systems to strengthen the connection between education and opportunity.

## COLLECT

| State data system elements                                                                                                         | State description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Rating     |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs | Alaska collects enrollment and credential outcome data for multiple nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) WIOA-eligible training providers; and (iii) other third-party credentials, namely apprenticeships. The University of Alaska Workforce Reports publishes <a href="#">employment data for college-issued, for-credit nondegree credentials</a> , and the Alaska Department of Labor and Workforce Development publishes <a href="#">employment data for apprenticeships</a> . | DEVELOPING |
| 2 Examines earnings by occupation, pay rate, and work location                                                                     | Alaska collects both occupation (job title or SOC) and work location but does not collect pay rate. Additionally, Alaska matches wage records to data from the state's Permanent Fund Dividend program for residency status and tenure in the state along with other demographic information.                                                                                                                                                                                                                                                                                                                                              | LEADING    |

## INTEGRATE

| State data system elements                                                                                                                                                                                               | State description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Rating       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 3 Integrates and delivers information on learner's earnings and employment after postsecondary education and training completion, and over time                                                                          | Alaska has integration and publication of several key types of postsecondary education and training and employment data, including: (i) public four-year institutions to employment, (ii) community colleges to employment, and (iii) WIOA-eligible training providers to employment.<br><br>Integrated data for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials to employment are all available through the <a href="#">University of Alaska Workforce Reports</a> . Reports on WIOA-eligible training providers to employment are available from the <a href="#">Alaska Department of Labor and Workforce Development</a> . The data in these reports are disaggregated by gender. Alaska does not integrate and publish data on private four-year institutions to employment. | ADVANCED     |
| 4 Integrates and delivers information on learner's earnings and employment after high school completion and over time                                                                                                    | Alaska publishes <a href="#">ad hoc reports and analysis</a> on college and employment outcomes for the state's high school graduates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ADVANCED     |
| 5 Partners with national and multi-state initiatives to assess education-to-opportunity outcomes for graduates and non-graduates of postsecondary education and training programs who relocate or work outside the state | Alaska partners with State Wage Interchange System.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | FOUNDATIONAL |

### CATEGORY KEY

Extent to which elements are present in state data infrastructure.

● **Leading**  
Fully present

● **Advanced**  
Partially present

● **Developing**  
In development

● **Foundational**  
Not in development



## PROVIDE

| State data system elements                                                                                                                                             | State description                                                                                                                             | Rating       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 6 Provides comprehensive and timely open data files containing anonymized education-to-opportunity statistics that anyone can access, download, and otherwise use      | No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.                      | FOUNDATIONAL |
| 7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions | No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.                      | FOUNDATIONAL |
| 8 Gives researchers access to individual-level matched education-to-opportunity datasets                                                                               | Alaska provides researchers access to aggregate education-to-opportunity datasets. The request and review process is not publicly documented. | FOUNDATIONAL |

## (⇄) IMPACT

| State data system elements                                                                                                                                                                      | State description                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Rating       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 9 Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement                                                        | No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.                                                                                                                                                                                                                                                                                                                                                  | FOUNDATIONAL |
| 10 Designates a unit with responsibility and dedicated, full-time capacity for generating education-to-employment insights to inform state policymaking and resource allocation decision-making | The <a href="#">Alaska Department of Labor and Workforce Development Research and Analysis section</a> is the state's source for generating education-to-employment insights. It has ready access to integrated education-to-employment data. The section prepares and publishes a number of reports for E2E stakeholders, including partnering with the University of Alaska for its Workforce Development Reports and high school graduate employment outcomes reports. | ADVANCED     |

## CATEGORY KEY

Extent to which elements are present in state data infrastructure.



**Leading**  
Fully present



**Advanced**  
Partially present



**Developing**  
In development



**Foundational**  
Not in development



# Quality Coaching

Alaska

FOUR-YEAR

UNAVAILABLE

TWO-YEAR

UNAVAILABLE

Everyone should have access to coaching that helps them reflect on their talents and interests, choose a career goal, chart a path, and navigate challenges. Graduates who receive such guidance are more likely to land a job that requires a degree and feel satisfied with their career trajectory. The Quality Coaching measure is based on the percentage of two-year students and four-year senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

| Personalized guidance                                                                                                                                                                  | Four-year                | Two-year                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------|
| Percentage of students at public institutions who report receiving personalized coaching or guidance to help select the education that will help prepare them for a successful career. | UNAVAILABLE              | UNAVAILABLE                        |
| Timely labor market information                                                                                                                                                        | Four-year                | Two-year                           |
| The average share of students at public institutions who receive timely labor market information, across the various types below, before enrolling or during their first year.         | UNAVAILABLE              | UNAVAILABLE                        |
| Education-to-career paths that might be a good fit for student's strengths and interests                                                                                               |                          |                                    |
| Job opportunities that a particular education program could lead to                                                                                                                    |                          |                                    |
| Potential earnings in different careers related to student's education program                                                                                                         |                          |                                    |
| Career outcomes of students from their own institution                                                                                                                                 |                          |                                    |
| Support                                                                                                                                                                                | Four-year                | Two-year                           |
| The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles.                                                   | UNAVAILABLE              | UNAVAILABLE                        |
| Setting education and career goals and developing a plan to achieve these goals                                                                                                        |                          |                                    |
| Identifying and overcoming barriers                                                                                                                                                    |                          |                                    |
| CATEGORY KEY                                                                                                                                                                           |                          |                                    |
| When the margin of error crosses a category threshold, states are given a combined category.                                                                                           | ● <b>Leading</b><br>≥75% | ● <b>Advanced</b><br>50% to <75%   |
|                                                                                                                                                                                        |                          | ● <b>Developing</b><br>25% to <50% |
|                                                                                                                                                                                        |                          | ● <b>Foundational</b><br><25%      |
| National results                                                                                                                                                                       | Four-year                | Two-year                           |
| Personalized guidance                                                                                                                                                                  | 34%                      | 45%                                |
| Timely labor market information                                                                                                                                                        | 21%                      | 33%                                |
| Support                                                                                                                                                                                | 71%                      | 74%                                |



# Affordability

Alaska

FOUR-YEAR

ADVANCED

TWO-YEAR

LEADING

Quality post-high school programs should be within everyone's financial reach, allowing for equitable opportunities for success. The Affordability measure is based on how many hours a week the average student would need to work to cover the in-state net price (total cost of attendance minus any grants and scholarships), how many hours a student from a low-income family would need to work to cover their typical in-state net price, and the percentage of students that complete their degree on time – a critical factor in the cost of a degree.

| Student hours of work needed               | Four-year                                                                                                                                           | Two-year                                                                                                                                           |                                                              |                                                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------|
| Average student hours of work needed       | <div>ADVANCED</div> <div>13 hours per week</div> <div>Average annual net price,<br/>four-year institutions: \$10,092</div>                          | <div>LEADING</div> <div>8 hours per week</div> <div>Average annual net price,<br/>two-year institutions: \$8,181</div>                             |                                                              |                                                       |
| Low-income student hours<br>of work needed | <div>LEADING</div> <div>3 hours per week</div> <div>Average annual net price<br/>for low-income students,<br/>four-year institutions: \$6,221</div> | <div>LEADING</div> <div>6 hours per week</div> <div>Average annual net price<br/>for low-income students,<br/>two-year institutions: \$7,394</div> |                                                              |                                                       |
| CATEGORY KEY                               | <div><div></div>Leading</div> <div>&lt;10 hrs</div>                                                                                                 | <div><div></div>Advanced</div> <div>10 to &lt;20 hrs</div>                                                                                         | <div><div></div>Developing</div> <div>20 to &lt;30 hrs</div> | <div><div></div>Foundational</div> <div>≥30 hrs</div> |

| On-time completion rate |  | Four-year                    |                                      |                                        |                                   |
|-------------------------|--|------------------------------|--------------------------------------|----------------------------------------|-----------------------------------|
| On-time completion rate |  | FOUNDATIONAL                 |                                      |                                        |                                   |
|                         |  | 18%                          |                                      |                                        |                                   |
| CATEGORY KEY            |  | <div>●</div> Leading<br>≥65% | <div>●</div> Advanced<br>50% to <65% | <div>●</div> Developing<br>35% to <50% | <div>●</div> Foundational<br><35% |



# Work-Based Learning

Alaska

FOUR-YEAR

UNAVAILABLE

TWO-YEAR

UNAVAILABLE

All students should have access to quality work-based learning experiences, such as paid internships and apprenticeships, that are linked to higher earnings, greater job satisfaction, and lower underemployment. The Work-Based Learning measure is based on the percentage of two-year students and four-year senior students who reported participating in at least one of the following types of paid experiences: paid internship, paid apprenticeship, paid co-op, paid practicum, or paid undergraduate research experience.

| Quality Work-Based Learning                                                                                                                  |           | Four-year   | Two-year     |                |  |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|--------------|----------------|--|
| Percentage of students at public institutions who participated in at least one of five types of quality paid work-based learning experiences |           | UNAVAILABLE |              | UNAVAILABLE    |  |
| CATEGORY KEY                                                                                                                                 |           |             |              |                |  |
| When the margin of error crosses a category threshold, states are given a combined category.                                                 | ● Leading | ● Advanced  | ● Developing | ● Foundational |  |
|                                                                                                                                              | ≥75%      | 50% to <75% | 25% to <50%  | <25%           |  |
| National results                                                                                                                             |           | Four-year   | Two-year     |                |  |
| Any quality paid work-based learning experience                                                                                              |           | 43%         | 17%          |                |  |
| Paid internship                                                                                                                              |           | 37%         | 14%          |                |  |
| Any work-based learning experience (paid or unpaid)                                                                                          |           | 72%         | 33%          |                |  |



In addition to student self-reporting of apprenticeship participation, states have other sources of information on participation in registered apprenticeships via the U.S. Department of Labor. In Alaska, **0.65 percent** of the state labor force is made up of active apprentices, for a total of **2,316 apprentices**. Across the country, this number ranges from 0.9 percent (Hawaii) to 0.12 percent (Oklahoma). In countries with leading apprenticeship systems, such as Germany, Switzerland, Australia, Canada, and England, apprentices constitute about 2.5–3.0 percent of the labor force, so all states in the U.S. have substantial room for improvement.



# Employer Alignment

FOUNDATIONAL

Alaska

Students should have access to programs that lead to quality jobs and mobility, and employers should assess and advance individuals based on skills and experiences, not just degrees. The Employer Alignment measure is based on the percentage of terminal bachelor's degree holders aged 25–34 employed in a college-level job as well as the supply/demand ratio for a variety of high-demand, high-wage jobs in each state.

## College-level employment

The percentage of bachelor's degree graduates who are employed in college-level positions

DEVELOPING

## Supply/demand ratio

The overall ratio: the average of the entry-level supply/demand ratios for these nine opportunity occupational groups

FOUNDATIONAL

### Information technology and business

Data analytics

ADVANCED

Finance and accounting professionals

FOUNDATIONAL

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

FOUNDATIONAL

Software development and engineering

LEADING

### Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

FOUNDATIONAL

### Manufacturing and engineering

Engineering

FOUNDATIONAL

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

## CATEGORY KEY

● **Leading**  
≥75%

● **Advanced**  
60% to <75%

● **Developing**  
50% to <60%

● **Foundational**  
<50%