



ARIZONA

STATE SUMMARY
2025

Arizona 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

72%



**State
Opportunity
Index**

strada

Learn more at 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.

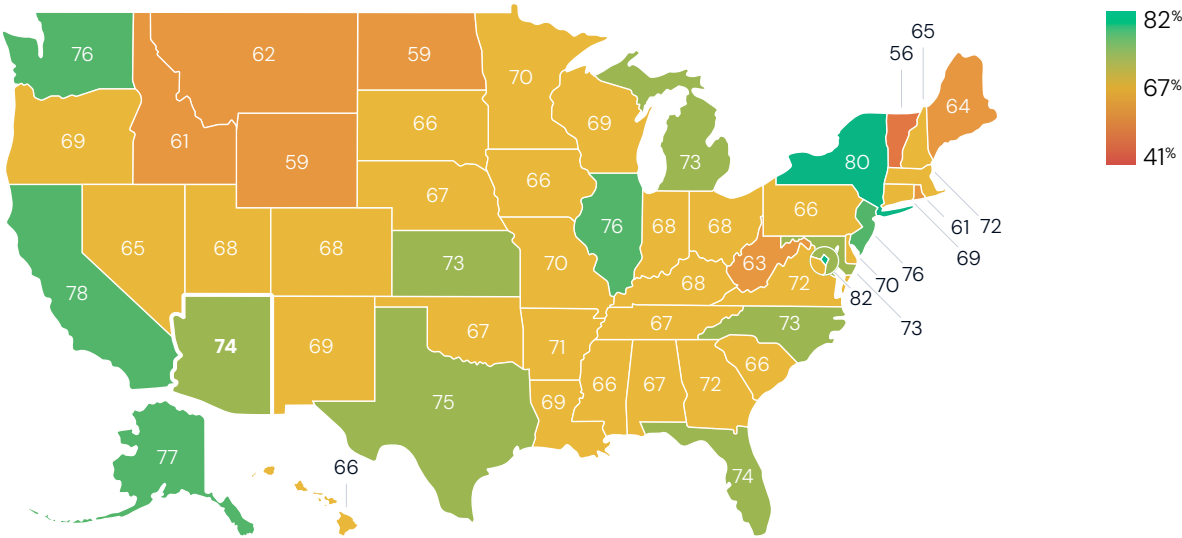
Positive ROI

Arizona

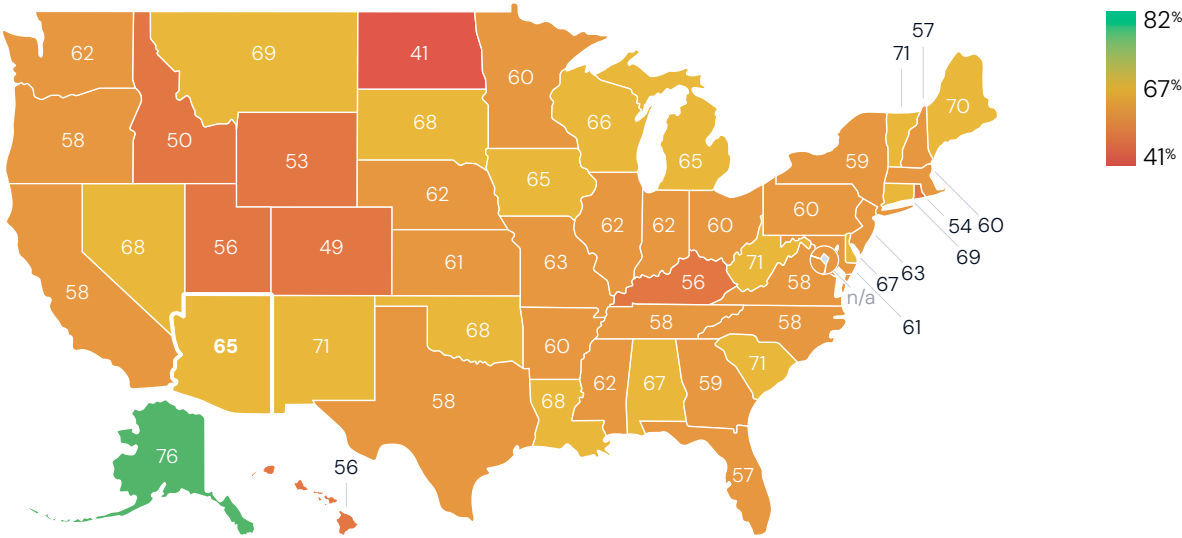
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Arizona	U.S.
Overall	72%	70%
Bachelor's	74%	73%
Associate	65%	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	Arizona collects enrollment and credential outcome data for some nondegree and noncredit postsecondary education and training programs, including (i) college-issued, for-credit nondegree credentials; and (ii) WIOA-eligible training providers. Arizona links both nondegree credentials to employment outcomes. Additionally, the state is in the process of collecting enrollment and credential outcome data for apprenticeships.	DEVELOPING
2 Examines earnings by occupation, pay rate, and work location	Arizona does not collect any of the three enhanced elements, and Strada's research did not demonstrate any emerging collection policy.	FOUNDATIONAL

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	Arizona currently has limited integration of postsecondary education-to-employment data, consisting only of integration of public four-year institutions to employment. This information has been publicly reported through the Arizona Board of Regents' Alumni Wages Report . Arizona is currently developing a statewide longitudinal data system, led by the Office of Economic Opportunity, which will provide additional integrations and reporting of postsecondary education and employment outcomes.	DEVELOPING
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.	FOUNDATIONAL
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	Arizona partners with PSEO (<25% graduate coverage) and State Wage Interchange System. Arizona is in the process of expanding graduate coverage through PSEO.	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



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	Arizona has downloadable tables from dashboards containing education-to-opportunity metrics such as credentials earned, employment rate, and median wages for WIOA-eligible training providers.	DEVELOPING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Arizona has public interactive reporting tools containing education-to-employment statistics for WIOA-eligible training providers .	DEVELOPING
8 Gives researchers access to individual-level matched education-to-opportunity datasets	Arizona provides researchers access to individual-level matched education-to-opportunity datasets and provides clearly documented request and review processes . Additionally, the state has published a research agenda , so that external research aligns with state priorities.	LEADING

(...) 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	The Arizona Community College Coordinating Council (AC4) and the Arizona Board of Regents (ABOR) launched the Arizona Learning Mobility Collaborative (AZLMC), a statewide, solutions-focused initiative in collaboration with Strada Education Foundation, the American Association of Collegiate Registrars and Admissions Officers, and Education Design Lab. The Collaborative unites Arizona's public higher education institutions with key workforce and nonprofit partners to design an integrated, learner-centered credentialing ecosystem. Its mission is to empower Arizonans to document and build their knowledge, skills, and competencies through incremental, portable credentials; leverage their learning to access education and employment opportunities; and strengthen the state's data infrastructure to more effectively support learners and inform evidence-based policy and practices. Additionally, through an LER Accelerator grant award , the AZLMC will engage in a statewide planning initiative to design interoperable technical, governance, and policy frameworks for Learning and Employment Records across Arizona's public postsecondary institutions, led by ABOR and AC4.	LEADING
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 Arizona Office of Economic Opportunity coordinates workforce development strategy and evaluation, produces labor market information, and maintains the Integrated Data System (IDS). Laws 2016 Chapter 372 established the Workforce Data Task Force, with representatives from higher education, workforce development, and economic development agencies, to govern the IDS. In addition to maintaining the IDS, OEO publishes resources that report on supply/demand labor market attributes .	DEVELOPING

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

Arizona

FOUR-YEAR

DEVELOPING

TWO-YEAR

ADVANCED

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.		35% DEVELOPING	42% DEV./ADV.
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.		20% FOUNDATIONAL	20% FND./DEV.
Education-to-career paths that might be a good fit for student's strengths and interests		24%	20%
Job opportunities that a particular education program could lead to		23%	21%
Potential earnings in different careers related to student's education program		17%	26%
Career outcomes of students from their own institution		14%	11%
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.		67% ADVANCED	93% LEADING
Setting education and career goals and developing a plan to achieve these goals		66%	91%
Identifying and overcoming barriers		68%	95%
CATEGORY KEY			
When the margin of error crosses a category threshold, states are given a combined category.			
● Leading ≥75%		● Advanced 50% to <75%	
		● Developing 25% to <50%	
		● Foundational <25%	
National results		Four-year	Two-year
Personalized guidance		34%	45%
Timely labor market information		21%	33%
Support		71%	74%



Affordability

Arizona

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	DEVELOPING 24 hours per week Average annual net price, four-year institutions: \$13,813	ADVANCED 12 hours per week Average annual net price, two-year institutions: \$9,227		
Low-income student hours of work needed	ADVANCED 12 hours per week Average annual net price for low-income students, four-year institutions: \$9,312	LEADING 8 hours per week Average annual net price for low-income students, two-year institutions: \$8,058		
CATEGORY KEY	● Leading <10 hrs	● Advanced 10 to <20 hrs	● Developing 20 to <30 hrs	● Foundational ≥30 hrs

On-time completion rate		Four-year		
On-time completion rate	ADVANCED			
	52%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

Arizona

FOUR-YEAR

DEVELOPING

TWO-YEAR

DEV./ADV.

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	29% DEVELOPING Paid internship participation: 25% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 58%	59% DEV./ADV. Paid internship participation: 55% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 78%

CATEGORY KEY

When the margin of error crosses a category threshold, states are given a combined category.

● **Leading**
≥75%

● **Advanced**
50% to <75%

● **Developing**
25% to <50%

● **Foundational**
<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 Arizona, **0.23 percent** of the state labor force is made up of active apprentices, for a total of **8,641 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

DEVELOPING

Arizona

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

ADVANCED

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

LEADING

Finance and accounting professionals

FOUNDATIONAL

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

LEADING

Software development and engineering

LEADING

Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

FOUNDATIONAL

Manufacturing and engineering

Engineering

ADVANCED

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%