

FLORIDA

STATE SUMMARY
2025

Florida 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

69%



**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.

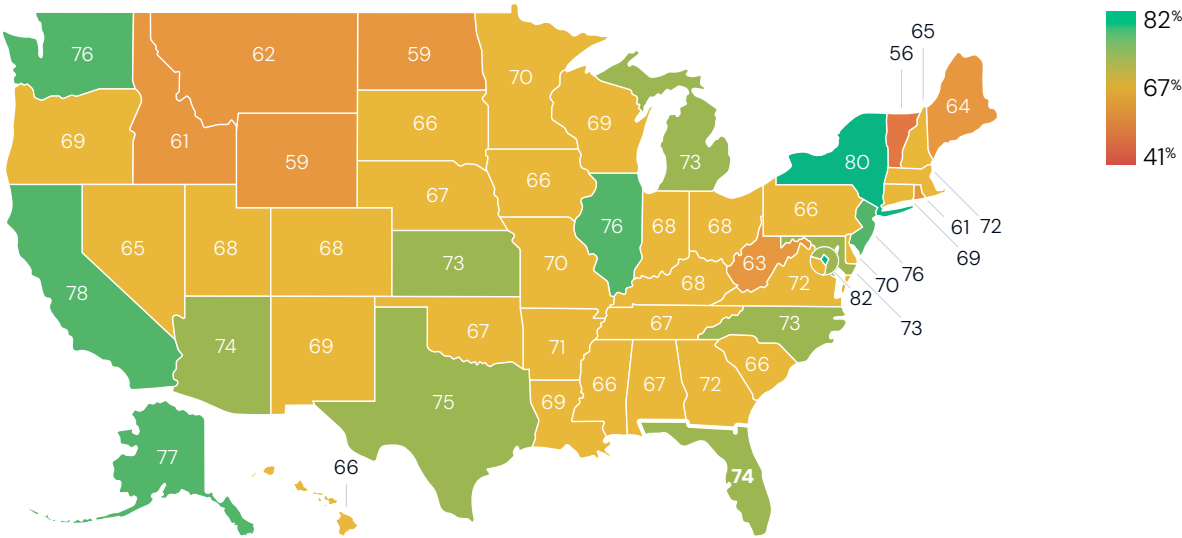
Positive ROI

Florida

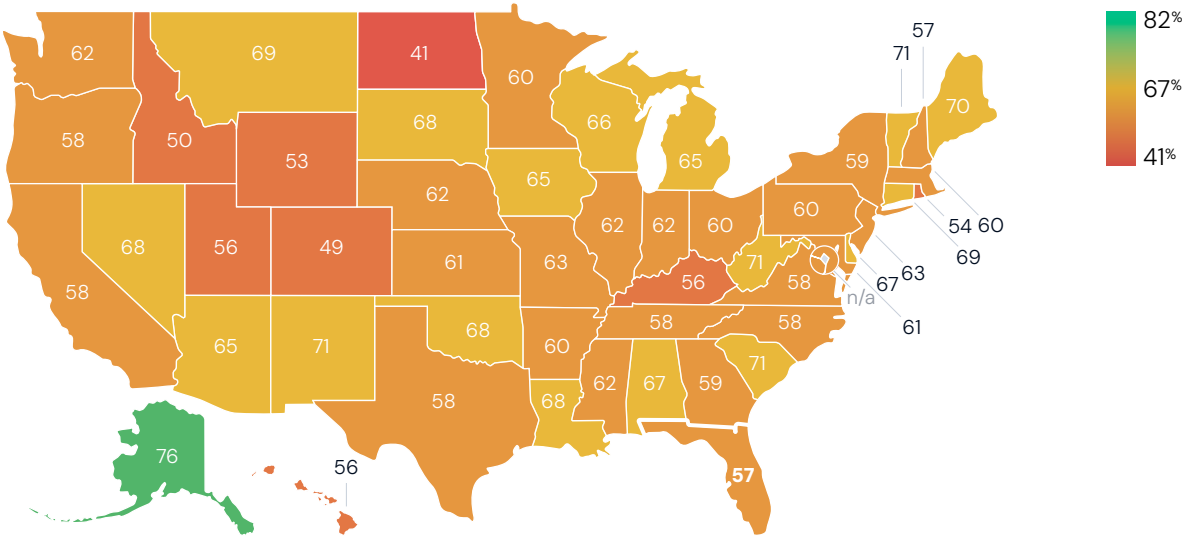
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Florida	U.S.
Overall	69%	70%
Bachelor's	74%	73%
Associate	57%	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	Florida implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state collects: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA-eligible training providers; and (iv) other third-party credentials, namely apprenticeships and some industry credentials. Florida currently links employment outcomes to WIOA-eligible training providers as well as college-issued, for-credit and college-issued, noncredit nondegree credentials.	LEADING
2 Examines earnings by occupation, pay rate, and work location	Florida recently commissioned an analysis to collect all three elements, but Strada's research did not demonstrate any other 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	Florida has extensive integration of postsecondary education and training and employment data, but limited disaggregation by demographic variables. The state's integration and publication include: (i) public four-year institutions to employment, with public downloadable reports available through the Florida Education and Training Placement Information Program (FETPIP) and a public interactive reporting tool available through the MyFloridaFuture tool , (ii) private four-year institutions to employment, with public downloadable reports available through Commission for Independent Education reports and a public interactive reporting tool available through the Independent Colleges and Universities of Florida dashboard , (iii) community colleges to employment, with public downloadable reports available through FETPIP , and (iv) WIOA-eligible training providers to employment, with public downloadable data available through the Florida Commerce RECONNECT site . The datasets do not include disaggregation by demographic characteristics.	ADVANCED
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	The Florida Department of Education publishes High School Reports as part of the Florida Education and Training Placement Information Program . These reports provide information on employment and wages after graduation, those continuing school, receiving public benefits, and more. The information is not disaggregated by race/ethnicity, gender, or family income or economically disadvantaged status.	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	Florida partners with Multi-State Data Collaborative and State Wage Interchange System.	ADVANCED

CATEGORY KEY

● Leading Fully present	● Advanced Partially present	● Developing In development	● Foundational Not in development
--	--	---	--

Extent to which elements are present in state data infrastructure.



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	Florida has open data files containing education-to-opportunity statistics for public four-year institutions . Additionally, the state publishes reports, though not open data files, containing education-to-employment statistics for (i) private four-year institutions ; (ii) community colleges ; (iii) WIOA-eligible training providers; and (iv) high schools .	ADVANCED
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Florida has dashboards containing education-to-employment outcomes for (i) public four-year institutions ; and (ii) private four-year institutions .	ADVANCED
8 Gives researchers access to individual-level matched education-to-opportunity datasets	The Florida Department of Education has individual-level matched education-to-opportunity datasets for third-party researcher access. The state clearly describes the request and review process , including that requests are evaluated for alignment 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	Florida Gulf Coast University (FGCU) is laying a foundation for implementing a scalable approach to deploy technology and data interoperability systems that empower individuals to use their own verified education and employment achievements to navigate lifelong learning pathways. Through an LER Accelerator grant award , FCGU will create a centralized LER system that will unify its established digital badge ecosystem. This ecosystem already includes transferable skills as well as industry-specific and continuing education microcredentials.	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	Strada's research did not identify evidence of the state demonstrating this element.	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



Quality Coaching

Florida

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.		34% DEVELOPING	46% 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.		21% FOUNDATIONAL	28% DEVELOPING		
	Education-to-career paths that might be a good fit for student's strengths and interests	26%	36%		
	Job opportunities that a particular education program could lead to	24%	32%		
	Potential earnings in different careers related to student's education program	18%	25%		
	Career outcomes of students from their own institution	17%	20%		
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.		75% ADV./LEAD.	78% LEADING		
	Setting education and career goals and developing a plan to achieve these goals	73%	77%		
	Identifying and overcoming barriers	77%	79%		
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

Florida

FOUR-YEAR

LEADING

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	ADVANCED 13 hours per week Average annual net price, four-year institutions: \$8,615	LEADING 9 hours per week Average annual net price, two-year institutions: \$7,109
Low-income student hours of work needed	LEADING 2 hours per week Average annual net price for low-income students, four-year institutions: \$5,081	LEADING 7 hours per week Average annual net price for low-income students, two-year institutions: \$6,430
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 57%
CATEGORY KEY	
	● Leading ≥65%
	● Advanced 50% to <65%
	● Developing 35% to <50%
	● Foundational <35%



Work-Based Learning

Florida

FOUR-YEAR

DEVELOPING

TWO-YEAR

FND./DEV.

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	43% DEVELOPING Paid internship participation: 36% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 76%	26% FND./DEV. Paid internship participation: 21% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 47%

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 Florida, **0.16 percent** of the state labor force is made up of active apprentices, for a total of **18,064 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

Florida

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

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

DEVELOPING

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%