

# State Opportunity Index



# GEORGIA

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## STATE SUMMARY 2025

# Georgia 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

70%



State  
Opportunity  
Index

strada

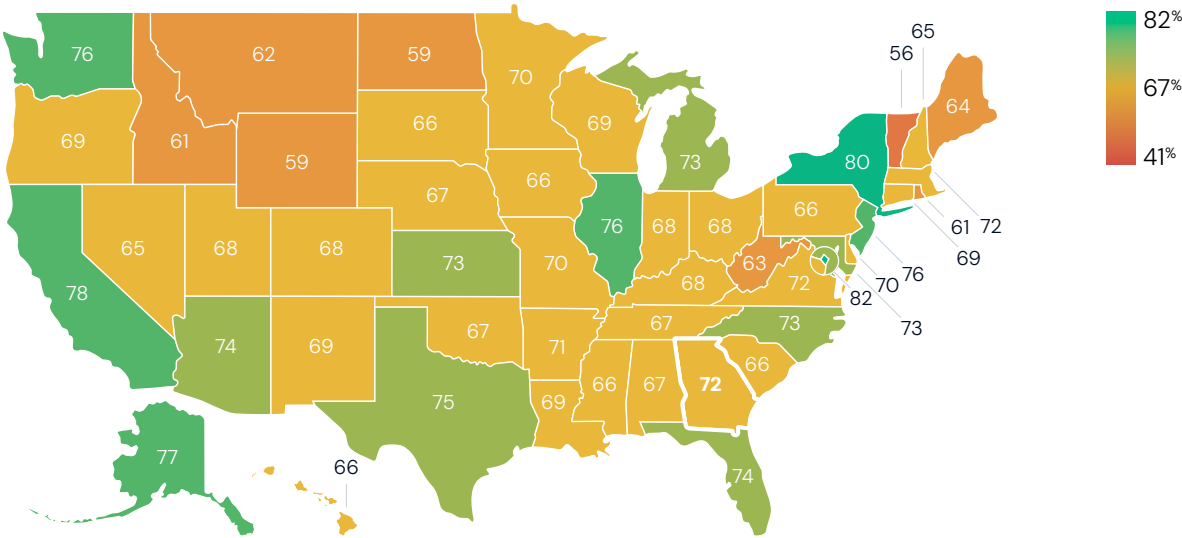
# Positive ROI

Georgia

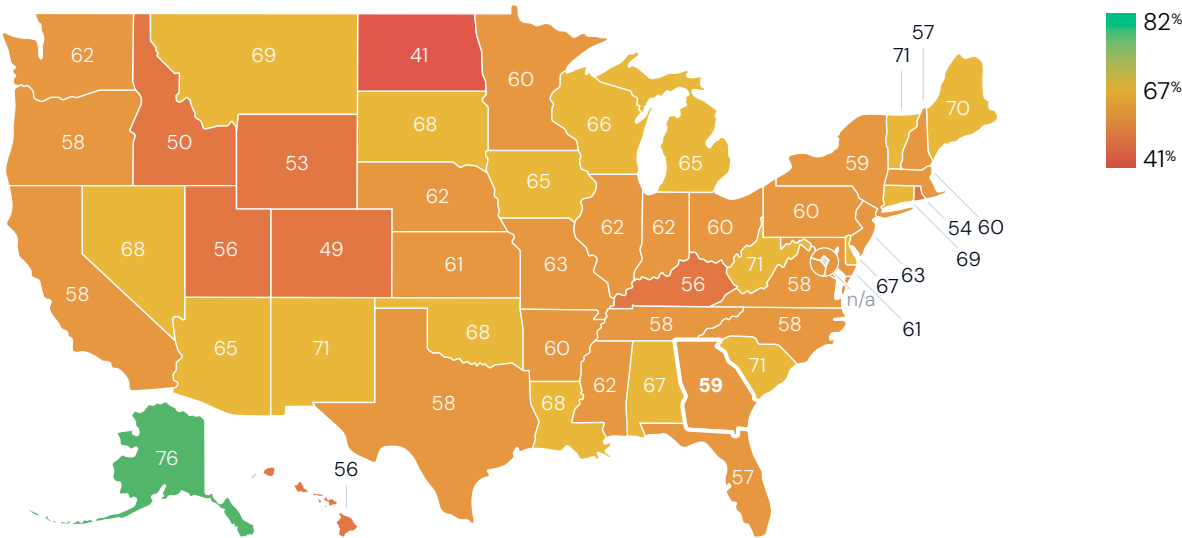
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

|                   | Georgia | U.S. |
|-------------------|---------|------|
| <b>Overall</b>    | 70%     | 70%  |
| <b>Bachelor's</b> | 72%     | 73%  |
| <b>Associate</b>  | 59%     | 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 | Georgia implements extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; (iii) WIOA-eligible training providers; (iv) occupational licensure; and (v) other third-party credentials, including industry certifications and apprenticeships. Georgia links and <a href="#">publicly reports</a> employment outcomes for college-issued, for-credit nondegree credentials. The state is in the process of linking industry certifications earned through the Department of Education's Career, Technical, and Agricultural Education pathways to employment outcomes. | LEADING      |
| 2 Examines earnings by occupation, pay rate, and work location                                                                     | Georgia does not collect any of the three enhanced elements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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                                                                          | Georgia integrates and publishes several key types of postsecondary education and employment data, including: (i) public four-year institutions to employment, with public downloadable data and a public interactive tool available through the <a href="#">Georgia Higher Learning and Earnings (GHLE) project</a> , and an additional public interactive reporting tool available through the <a href="#">University System of Georgia</a> , and (ii) community colleges to employment, with public downloadable data available and a public interactive reporting tool available through the <a href="#">GHLE project</a> .<br><br>Integrated data for public four-year institutions and community colleges to employment are all disaggregated by race/ethnicity, gender, family income or economically disadvantaged status, and industry within the GA-AWARDS system. The state is exploring publicly reporting these disaggregated outcomes. The GA-AWARDS system includes integrated private four-year institution-to-employment data, but the information is not publicly available. WIOA-eligible training providers-to-employment data are available in the workforce system maintained by the Technical College System of Georgia but are not publicly available. | ADVANCED |
| 4 Integrates and delivers information on learner's earnings and employment after high school completion and over time                                                                                                    | Georgia integrates and has downloadable data on students' employment after high school graduation through the Governor's Office of Student Achievement <a href="#">High School Graduate Outcomes site</a> . The data are disaggregated by various characteristics in GA-AWARDS, but these disaggregations are not publicly available.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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 | Georgia partners with PSEO (25–49% graduate coverage), Multi-State Data Collaborative, and State Wage Interchange System.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | LEADING  |

### 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      | Georgia has <a href="#">open data files</a> containing aggregate education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. The state also publishes open data files containing <a href="#">high school-to-employment outcomes</a> . Additionally, <a href="#">enrollment data</a> are available by institution and program, with disaggregation by race/ethnicity and gender. | LEADING  |
| 7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions | Georgia has an <a href="#">interactive dashboard</a> containing education-to-employment outcomes for (i) public four-year institutions; (ii) community colleges; and (iii) nondegree credentials. The state also publishes interactive reporting tools containing <a href="#">high school-to-employment outcomes</a> . Additionally, postsecondary enrollment metrics are available and include a comparison tool.                                    | LEADING  |
| 8 Gives researchers access to individual-level matched education-to-opportunity datasets                                                                               | External researchers can partner with researchers affiliated with Georgia higher education institutions and then submit <a href="#">requests</a> to access individual-level data.                                                                                                                                                                                                                                                                     | ADVANCED |

## (...) 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 Georgia Governor's office has demonstrated interest in deploying LERs statewide as part of the "Career Navigator" initiative. Several institutions have been awarded an <a href="#">LER Accelerator grant</a> and are laying the foundation for learning mobility: (i) Georgia Tech is developing an institution-wide governance framework and implementation plan for LERs that will unify digital credentials across credit, noncredit, and experiential learning pathways, building on its existing work and technology platforms; (ii) the Technical College System of Georgia is sharing best practices in building and scaling its microcredentialing system, advancing noncredit to credit pathways, and enhancing collaboration with WorkSource Georgia's digital resume service; and (iii) the Savannah Technical Community Colleges are actively issuing microcredentials via Canvas Credentials as part of a four-year project. Additionally, the University of Georgia is issuing learners a <a href="#">CLR</a> that includes digital credentials of students' courses and activities, highlighting their validated achievements and competencies. This platform will be woven into students' learning journeys from day one, helping all UGA students, from undergraduates to graduates, communicate their stories while advancing their academic and professional careers. | DEVELOPING |
| 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="#">Governor's Office of Student Achievement</a> (GOSA) houses Georgia's integrated education-to-employment data. GOSA publishes postsecondary employment outcomes as open data files and interactive dashboards. In partnership with the Governor's Workforce Strategy Team, GOSA is assessing supply/demand labor market attributes, including aligning postsecondary education programs with high-demand careers. As the administrator of the SLDS, it partners with higher education, workforce development, and economic development agencies, and other education and employment stakeholders. GOSA has sustainable funding, governance, and staffing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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

Georgia

FOUR-YEAR

DEVELOPING

TWO-YEAR

DEVELOPING

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% <div>DEVELOPING</div>          | 47% <div>DEV./ADV.</div>                      |                                                 |                                            |
| 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% <div>FOUNDATIONAL</div>        | 25% <div>FND./DEV.</div>                      |                                                 |                                            |
|                                                                                                                                                                                        | Education-to-career paths that might be a good fit for student's strengths and interests | 25%                                | 34%                                           |                                                 |                                            |
|                                                                                                                                                                                        | Job opportunities that a particular education program could lead to                      | 25%                                | 27%                                           |                                                 |                                            |
|                                                                                                                                                                                        | Potential earnings in different careers related to student's education program           | 18%                                | 20%                                           |                                                 |                                            |
|                                                                                                                                                                                        | Career outcomes of students from their own institution                                   | 17%                                | 21%                                           |                                                 |                                            |
| 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% <div>ADV./LEAD.</div>          | 75% <div>ADV./LEAD.</div>                     |                                                 |                                            |
|                                                                                                                                                                                        | Setting education and career goals and developing a plan to achieve these goals          | 73%                                | 72%                                           |                                                 |                                            |
|                                                                                                                                                                                        | Identifying and overcoming barriers                                                      | 76%                                | 77%                                           |                                                 |                                            |
| CATEGORY KEY                                                                                                                                                                           |                                                                                          |                                    |                                               |                                                 |                                            |
| When the margin of error crosses a category threshold, states are given a combined category.                                                                                           |                                                                                          | <div>Leading</div> <div>≥75%</div> | <div>Advanced</div> <div>50% to &lt;75%</div> | <div>Developing</div> <div>25% to &lt;50%</div> | <div>Foundational</div> <div>&lt;25%</div> |
| National results                                                                                                                                                                       |                                                                                          | Four-year                          | Two-year                                      |                                                 |                                            |
| Personalized guidance                                                                                                                                                                  |                                                                                          | 34%                                | 45%                                           |                                                 |                                            |
| Timely labor market information                                                                                                                                                        |                                                                                          | 21%                                | 33%                                           |                                                 |                                            |
| Support                                                                                                                                                                                |                                                                                          | 71%                                | 74%                                           |                                                 |                                            |



# Affordability

Georgia

FOUR-YEAR

FOUNDATIONAL

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>FOUNDATIONAL</div> <div>36 hours per week</div> <div>Average annual net price,<br/>four-year institutions: \$14,851</div>                           | <div>ADVANCED</div> <div>14 hours per week</div> <div>Average annual net price,<br/>two-year institutions: \$8,194</div>                           |                                                              |                                                       |
| Low-income student hours<br>of work needed | <div>DEVELOPING</div> <div>28 hours per week</div> <div>Average annual net price<br/>for low-income students,<br/>four-year institutions: \$12,441</div> | <div>LEADING</div> <div>9 hours per week</div> <div>Average annual net price<br/>for low-income students,<br/>two-year institutions: \$6,840</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                                      |                                                     |                                                |
|                         |                                        | 34%                                               |                                                     |                                                |
| CATEGORY KEY            | <div><div></div>Leading<br/>≥65%</div> | <div><div></div>Advanced<br/>50% to &lt;65%</div> | <div><div></div>Developing<br/>35% to &lt;50%</div> | <div><div></div>Foundational<br/>&lt;35%</div> |



# Work-Based Learning

Georgia

FOUR-YEAR

DEVELOPING

TWO-YEAR

FOUNDATIONAL

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 | <b>41%</b> <b>DEVELOPING</b><br>Paid internship participation: 36%<br>Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 73% | <b>17%</b> <b>FOUNDATIONAL</b><br>Paid internship participation: 7%<br>Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 37% |

## 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 Georgia, **0.17 percent** of the state labor force is made up of active apprentices, for a total of **9,405 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

Georgia

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

ADVANCED

Software development and engineering

LEADING

### Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

FOUNDATIONAL

### Manufacturing and engineering

Engineering

LEADING

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

## CATEGORY KEY

● **Leading**  
≥75%

● **Advanced**  
60% to <75%

● **Developing**  
50% to <60%

● **Foundational**  
<50%