



LOUISIANA

STATE SUMMARY
2025

Louisiana 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

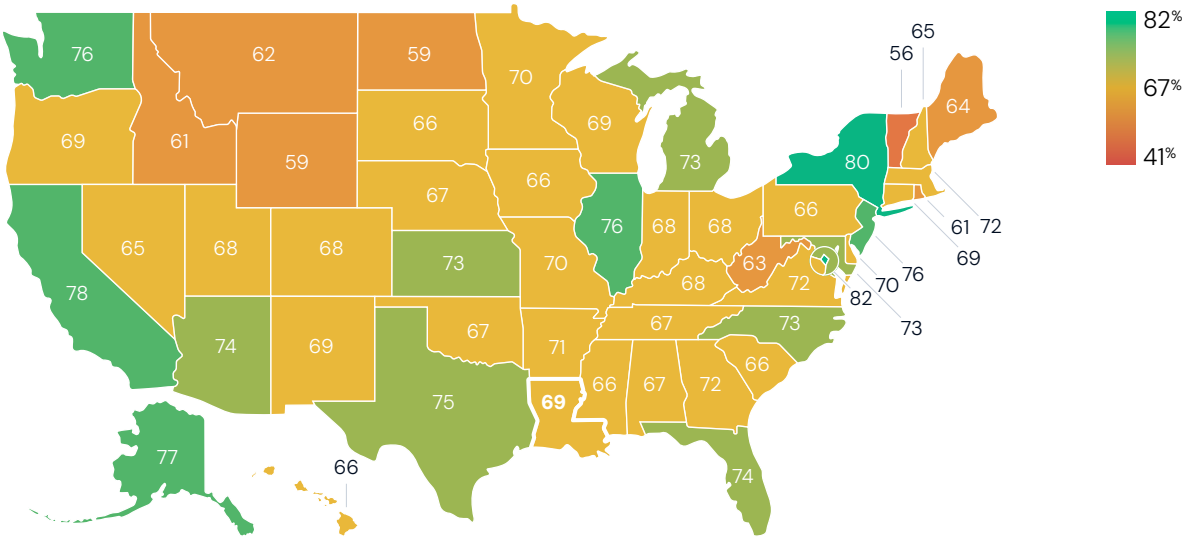
Positive ROI

Louisiana

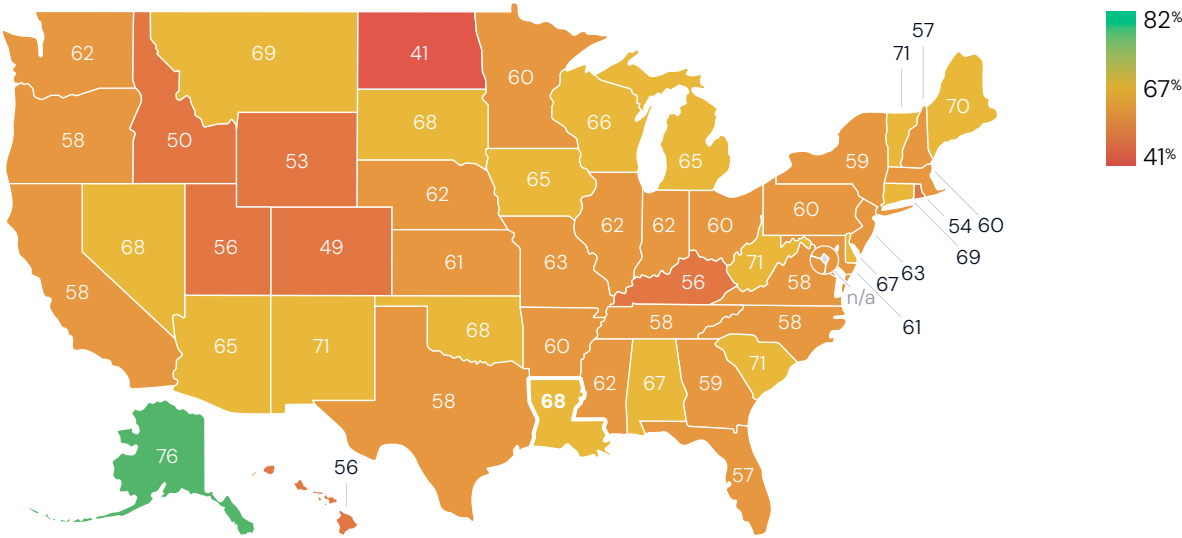
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Louisiana	U.S.
Overall	69%	70%
Bachelor's	69%	73%
Associate	68%	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	Louisiana collects enrollment and credential outcome data for (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials; and (iii) other third-party credentials, namely industry-recognized credentials. Louisiana's Foundational Integrated Research Center for Transformation (LA FIRST) links employment outcomes to college-issued, for-credit nondegree credentials and is working toward integrating industry-recognized credentials and other validated skills and learning data.	ADVANCED
2 Examines earnings by occupation, pay rate, and work location	Louisiana collects occupation (job title or SOC) and pay rate (hourly rate) but does not collect work location.	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	Louisiana integrates several key types of postsecondary education-to-employment data: (i) public four-year institutions to employment; (ii) community colleges to employment; and (iii) nondegree credentials to employment. The state does not publish integrated postsecondary education-to-employment data.	DEVELOPING
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Louisiana's Foundational Integrated Research Center for Transformation (LA FIRST) integrates information on learners' employment and earnings for high school completers from participating school districts. The state does not publish these outcomes.	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	Louisiana partners with PSEO (50-75% 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
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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	Louisiana's SLDS will publish education-to-opportunity statistics in 2025.	DEVELOPING
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	Louisiana has individual-level matched education-to-opportunity datasets for research use, but access is limited to Louisiana's Foundational Integrated Research Center for Transformation.	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	While not a statewide effort, Southern University Baton Rouge received an LER Accelerator grant and will focus on state-level workforce integration and learner-centered credential innovation, creating accessible institutional strategies and leveraging business/industry clusters to align credentials with real-world skills demand.	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	Louisiana's Foundational Integrated Research Center for Transformation, housed in the Kathleen Blanco Public Policy Center at the University of Louisiana at Lafayette , has ready access to integrated education-to-employment data and strong partnerships with higher education and workforce development agencies. The system is responsible for publishing education-to-employment reports, and state appropriations fund 12 positions dedicated to this task and other data integration activities.	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

Louisiana

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.		42% DEVELOPING	33% FND./DEV.
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.		22% FND./DEV.	34% DEVELOPING
Education-to-career paths that might be a good fit for student's strengths and interests		28%	35%
Job opportunities that a particular education program could lead to		26%	40%
Potential earnings in different careers related to student's education program		18%	31%
Career outcomes of students from their own institution		18%	31%
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.		74% ADV./LEAD.	68% ADV./LEAD.
Setting education and career goals and developing a plan to achieve these goals		73%	68%
Identifying and overcoming barriers		76%	68%
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

Louisiana

FOUR-YEAR

FOUNDATIONAL

TWO-YEAR

ADVANCED

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	FOUNDATIONAL 38 hours per week Average annual net price, four-year institutions: \$14,397	ADVANCED 19 hours per week Average annual net price, two-year institutions: \$9,044		
Low-income student hours of work needed	FOUNDATIONAL 30 hours per week Average annual net price for low-income students, four-year institutions: \$12,190	ADVANCED 16 hours per week Average annual net price for low-income students, two-year institutions: \$8,131		
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		FOUNDATIONAL			
		31%			
CATEGORY KEY		● Leading ≥65%	● Advanced 50% to <65%	● Developing 35% to <50%	● Foundational <35%



Work-Based Learning

Louisiana

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	39% DEVELOPING Paid internship participation: 32% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 68%	6% FOUNDATIONAL Paid internship participation: 4% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 19%

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 Louisiana, **0.19 percent** of the state labor force is made up of active apprentices, for a total of **3,994 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

Louisiana

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

DEVELOPING

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%