



MARYLAND

STATE SUMMARY
2025

Maryland 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

71%



**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.

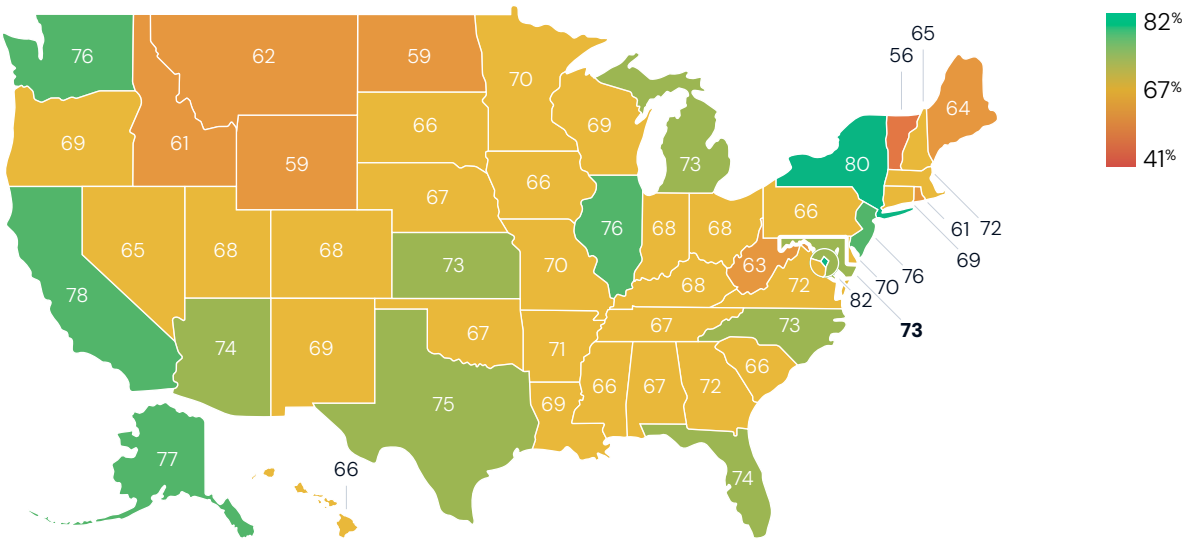
Positive ROI

Maryland

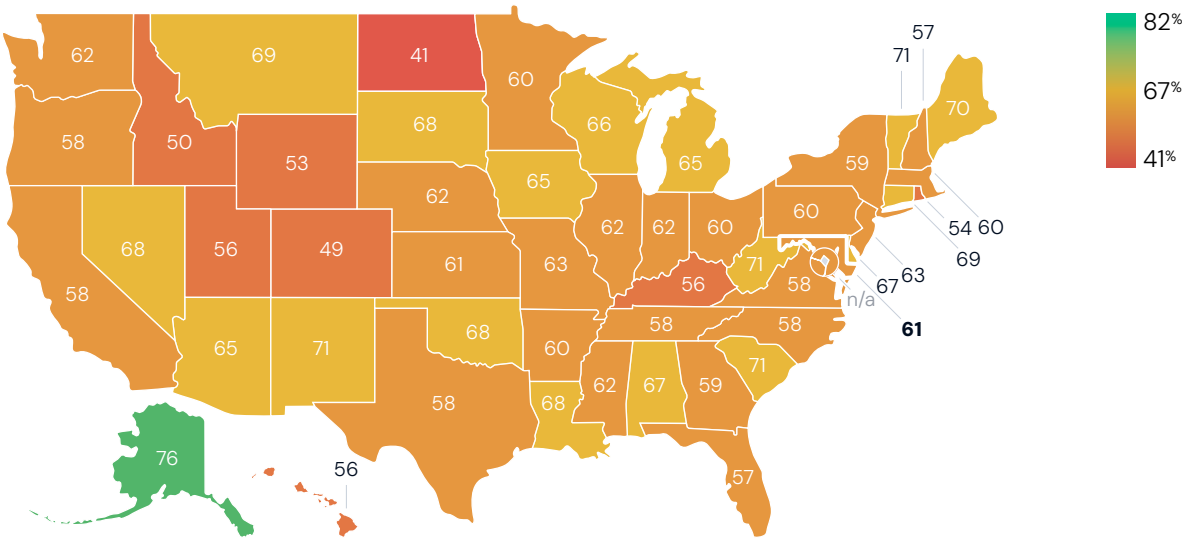
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Maryland	U.S.
Overall	71%	70%
Bachelor's	73%	73%
Associate	61%	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	Maryland has 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. The state is in the process of integrating additional occupational licensure and industry certificates to the Maryland Longitudinal Data System Center. Maryland links employment outcomes to college-issued, for-credit nondegree credentials ; college-issued, noncredit nondegree credentials; and apprenticeships .	LEADING
2 Examines earnings by occupation, pay rate, and work location	Maryland collects pay rate (hours worked) on a voluntary basis but does not collect occupation or work location.	ADVANCED

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	Maryland has extensive integration and publication of postsecondary education and employment data, including: (i) public four-year institutions to employment, (ii) private four-year institutions to employment, and (iii) community colleges to employment. Integrated data for public four-year institutions, private-four year institutions, community colleges, and college-issued nondegree credentials to employment are all available as a public interactive reporting tool through the Maryland Longitudinal Data System Center. These employment outcomes are disaggregated by race/ethnicity, gender, and other student and institutional characteristics. Maryland is in the process of integrating and publishing WIOA-eligible training providers-to-employment outcomes.	LEADING
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Maryland has open data files and a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, family income or economically disadvantaged status, and other characteristics.	LEADING
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	The Maryland Higher Education Commission partners with PSEO (data pending), and the Maryland Department of Labor partners with 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	Maryland has open data files containing high school-to-employment outcomes , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. Upon request, the Maryland Longitudinal Data System Center provides aggregate education-to-employment statistics for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) college-issued, for-credit nondegree credentials. The Center will also soon provide WIOA-eligible training providers-to-employment outcomes upon request.	DEVELOPING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Maryland has a public interactive reporting tool containing education-to-employment statistics for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; and (iv) college-issued, nondegree credentials. Additionally, the state has dashboards containing high school-to-employment outcomes .	LEADING
8 Gives researchers access to individual-level matched education-to-opportunity datasets	The Maryland Longitudinal Data System Center provides researcher access to a mix of pre-matched and pre-built datasets via request. Some researchers may be granted access to de-identified individual-level data. The Center has a published research agenda and clear project management and approval procedures .	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	While not a coordinated statewide effort, individual higher education institutions in Maryland are laying the foundation for learning mobility through LER Accelerator grants : (i) Johns Hopkins University is developing a skills-based curriculum to create transparent competency frameworks and accessible skills taxonomies, integrating verified achievement data to enhance learner employability and bridge the gap between education and workforce needs; (ii) University of Maryland, Baltimore County is developing an LER that integrates microcredentials and other learning experiences, aligns with state-level workforce needs, supports learner-designed credentialing, and bridges noncredit to credit pathways; (iii) University of Maryland, Global Campus is creating a cohesive and scalable LER framework by establishing governance structures, expanding learning recognition pathways, enhancing competency documentation, and ensuring data security and privacy; and (iv) Morgan State University is enhancing and accelerating the university-wide implementation of CLR and microcredentials by incorporating microcredentials into courses and aligning digital credentials with employability and student success.	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 Maryland State Department of Education , the Maryland Department of Labor , and Maryland Higher Education Commission each produce E2E research reports. Additionally, the Maryland Longitudinal Data System (MLDS) Center is the state's designated centralized source for generating E2E insights. As such, the MLDS Center has ready access to integrated education-to-employment data and strong partnerships with higher education and workforce development agencies. A 15-member governing board oversees the MLDS Center, and the Center operates with sustainable funding and dedicated 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



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.		31% DEVELOPING	39% DEVELOPING
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% FOUNDATIONAL	31% DEVELOPING
Education-to-career paths that might be a good fit for student's strengths and interests		26%	38%
Job opportunities that a particular education program could lead to		26%	32%
Potential earnings in different careers related to student's education program		19%	30%
Career outcomes of students from their own institution		16%	23%
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.	74% ADV./LEAD.
Setting education and career goals and developing a plan to achieve these goals		74%	72%
Identifying and overcoming barriers		75%	75%
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

Maryland

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	FOUNDATIONAL 31 hours per week Average annual net price, four-year institutions: \$15,832	ADVANCED 11 hours per week Average annual net price, two-year institutions: \$8,690		
Low-income student hours of work needed	LEADING 9 hours per week Average annual net price for low-income students, four-year institutions: \$7,893	LEADING 8 hours per week Average annual net price for low-income students, two-year institutions: \$7,421		
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			
	51%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

Maryland

FOUR-YEAR

DEV./ADV.

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	48% DEV./ADV. Paid internship participation: 41% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 80%	32% FND./DEV. Paid internship participation: 31% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 56%

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 Maryland, **0.65 percent** of the state labor force is made up of active apprentices, for a total of **20,890 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

Maryland

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

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%