



MINNESOTA

STATE SUMMARY
2025

Minnesota 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

68%



**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.

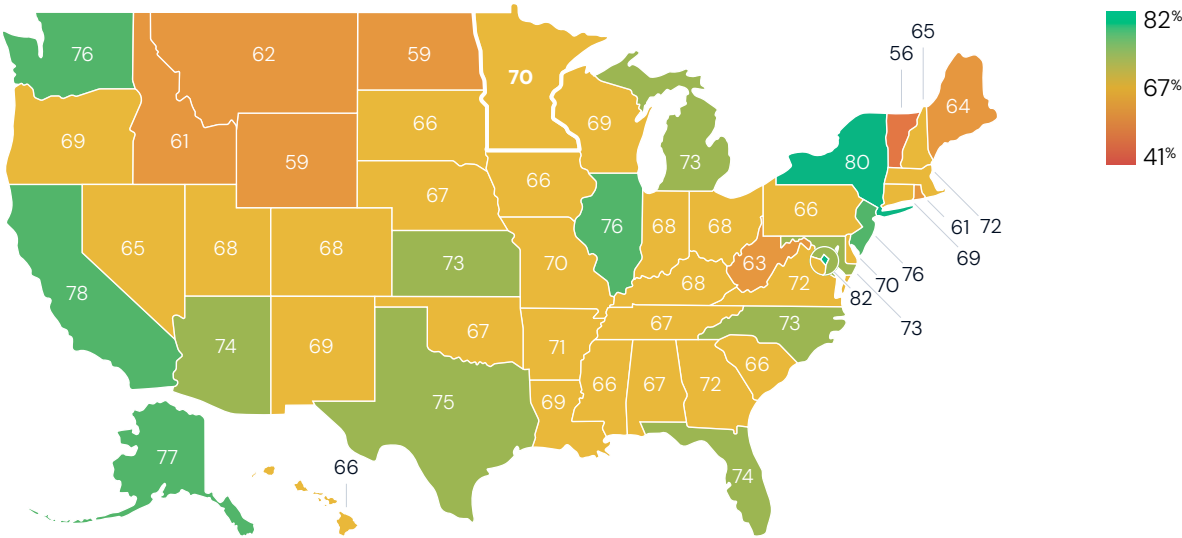
Positive ROI

Minnesota

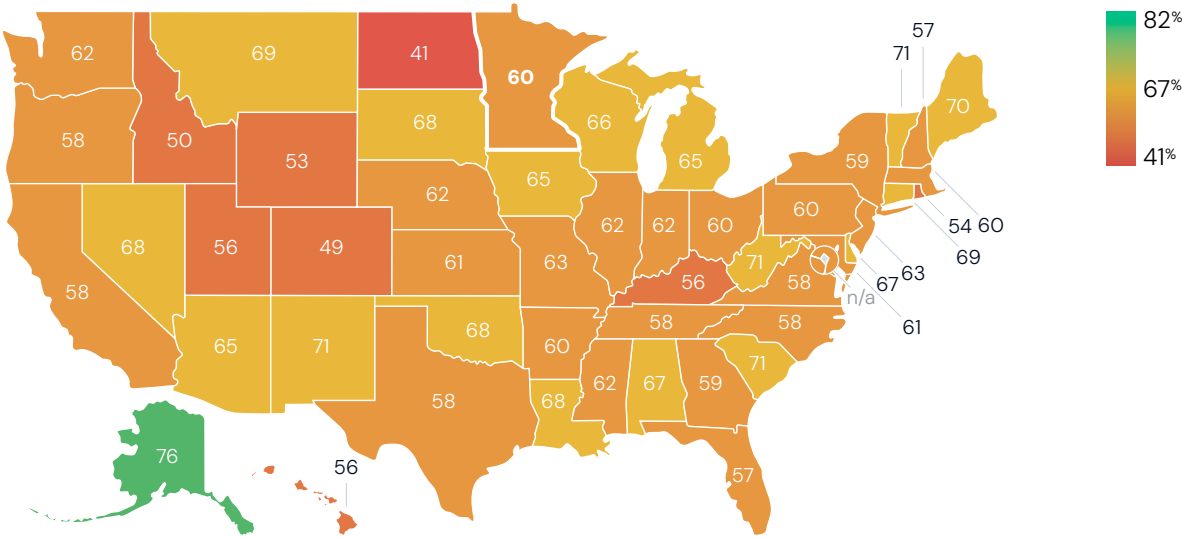
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Minnesota	U.S.
Overall	68%	70%
Bachelor's	70%	73%
Associate	60%	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	Minnesota has extensive collection of enrollment and credential outcome data from nondegree and noncredit postsecondary education and training programs. The state's nondegree and noncredit collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA-eligible training providers; (iv) occupation licensure; and (v) other third-party credentials, including industry certification and apprenticeship. Minnesota publishes employment outcomes integrated with college-issued, for-credit nondegree credentials in the Graduate Employment Outcomes tool and with state-funded, college-issued, noncredit nondegree credentials in the Dual Training Competency Grant Annual Report . The state is in the process of linking additional nondegree credentials to employment outcomes.	LEADING
2 Examines earnings by occupation, pay rate, and work location	Minnesota collects pay rate (hours worked) and work location but does not collect occupation.	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	Minnesota 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, (iii) community colleges to employment, and (iv) WIOA-eligible training providers to employment. These education-to-employment data are available as open data files and a public interactive reporting tool through the Minnesota Department of Employment and Economic Development's (DEED) Graduate Employment Outcomes tool , with disaggregation by race/ethnicity. Additionally, DEED publishes WIOA-eligible training provider-to-employment outcomes in the Uniform Report Card with disaggregation by race/ethnicity, gender, and other demographic characteristics.	LEADING
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Minnesota has open data files and a public interactive reporting tool for high school-to-employment outcomes, with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. The state reports not only employment and earnings but also average number of hours worked, using its enhanced wage records.	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	Minnesota partners with PSEO (50-75% graduate coverage), Multi-State Data Collaborative, and State Wage Interchange System.	LEADING

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	Minnesota has open data files containing education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA-eligible training providers. The state publishes open data files for high school-to-employment outcomes . Additionally, education outcome reports include metrics such as enrollment, completion, and transfer rates, with disaggregation by race/ethnicity, gender, and age.	LEADING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Minnesota has a dashboard with education-to-employment outcomes for (i) public four-year institutions; (ii) private four-year institutions; (iii) community colleges; (iv) nondegree credentials; and (v) WIOA-eligible training providers. The state also publishes an interactive resource for high school-to-employment outcomes , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status.	LEADING
8 Gives researchers access to individual-level matched education-to-opportunity datasets	The Minnesota Statewide Longitudinal Education Data System (SLEDs) provides researchers matched student data from pre-kindergarten through postsecondary education and employment. The de-identified data are available by application , and the SLEDs Research and Data Committee reviews applications for their alignment with state and SLEDs research priorities. Research leveraging SLEDs data is published on the system's website .	LEADING

(I·O) 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, the University of Minnesota received an LER Accelerator grant to develop a CLR to showcase student learning and skills, enhance employability, and integrate various data sources while establishing governance and security protocols.	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 Minnesota Statewide Longitudinal Education Data System (SLEDs) and the Minnesota Department of Employment and Economic Development (DEED) both generate E2E insights, including publicly available reports and interactive reporting tools. SLEDs provides integrated education-to-employment data for DEED analysis. SLEDs has sustainable funding, cross-agency governance, 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



Quality Coaching

Minnesota

FOUR-YEAR

UNAVAILABLE

TWO-YEAR

UNAVAILABLE

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.		UNAVAILABLE	UNAVAILABLE
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.		UNAVAILABLE	UNAVAILABLE
Education-to-career paths that might be a good fit for student's strengths and interests			
Job opportunities that a particular education program could lead to			
Potential earnings in different careers related to student's education program			
Career outcomes of students from their own institution			
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.		UNAVAILABLE	UNAVAILABLE
Setting education and career goals and developing a plan to achieve these goals			
Identifying and overcoming barriers			
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

Minnesota

FOUR-YEAR

DEVELOPING

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 31 hours per week Average annual net price, four-year institutions: \$16,523	ADVANCED 19 hours per week Average annual net price, two-year institutions: \$11,946		
Low-income student hours of work needed	LEADING 9 hours per week Average annual net price for low-income students, four-year institutions: \$8,417	ADVANCED 14 hours per week Average annual net price for low-income students, two-year institutions: \$10,205		
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	DEVELOPING			
	49%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

Minnesota

FOUR-YEAR

UNAVAILABLE

TWO-YEAR

UNAVAILABLE

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	UNAVAILABLE	UNAVAILABLE

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 Minnesota, **0.36 percent** of the state labor force is made up of active apprentices, for a total of **11,244 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

Minnesota

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%