



NEW JERSEY

STATE SUMMARY
2025

New Jersey 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

74%



State
Opportunity
Index

strada

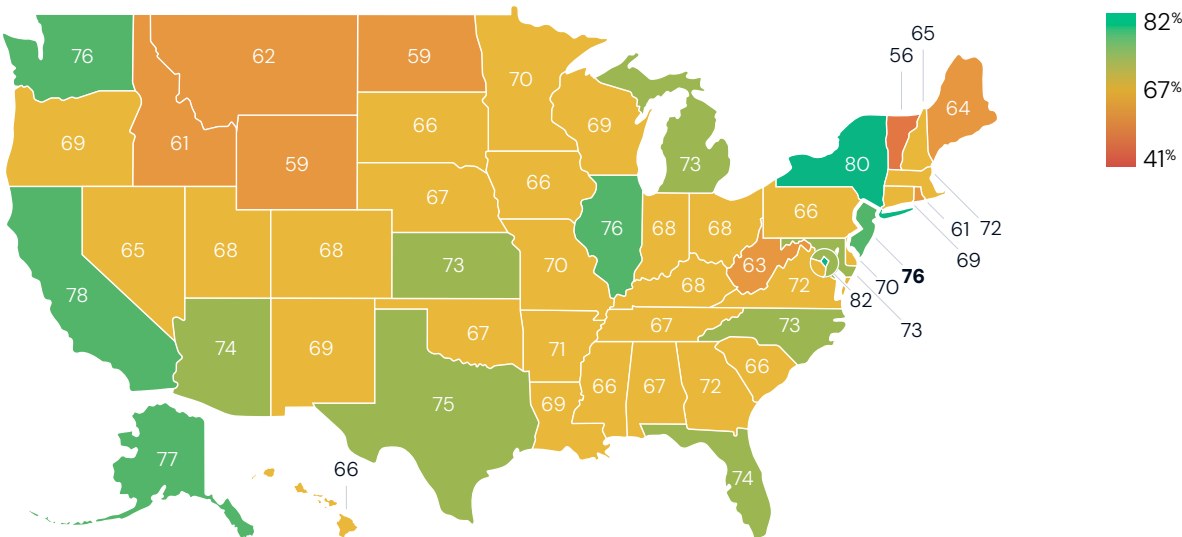
Positive ROI

New Jersey

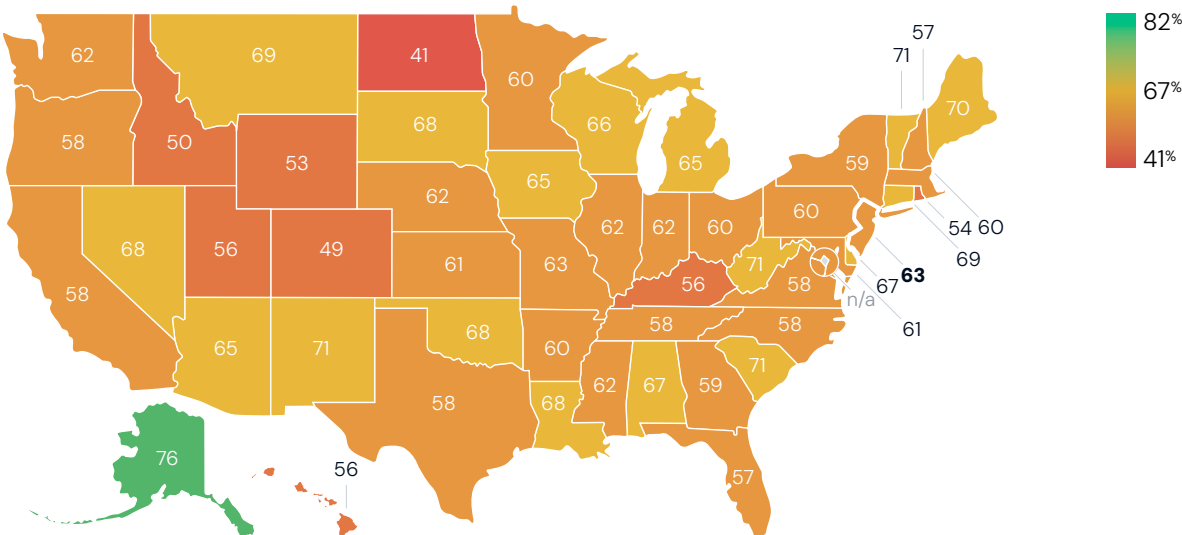
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	New Jersey	U.S.
Overall	74%	70%
Bachelor's	76%	73%
Associate	63%	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	New Jersey 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 through occupational training; (iii) WIOA-eligible training programs; and (iv) other third-party credentials, including industry certifications and apprenticeships. New Jersey links WIOA-eligible training programs to employment outcomes through MyCareerNJ's NJ Training Explorer . New Jersey is in the process of updating and improving its nondegree program employment outcomes report.	LEADING
2 Examines earnings by occupation, pay rate, and work location	New Jersey does not collect any of the three enhanced elements, and Strada's research did not demonstrate any 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	New Jersey's extensive integration and publication of postsecondary education and training and employment data includes: (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. Integrated postsecondary education-to-employment data for public four-year institutions, some private four-year institutions, and community colleges are available as a public interactive reporting tool through the New Jersey Higher Education Outcomes Dashboard . These employment outcomes are disaggregated by race/ethnicity and gender. WIOA-eligible training providers-to-employment data are available through MyCareerNJ's NJ Training Explorer , but this interactive tool does not disaggregate employment outcomes.	LEADING
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	The New Jersey Department of Education's School Performance Report includes the percentage of high school graduates entering postsecondary education and the number of graduates entering apprenticeship programs. The New Jersey Statewide Data System has reports on the education and employment pathways of high school graduates. However, these employment outcomes are 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	New Jersey partners with Multi-State Data Collaborative and State Wage Interchange System. The state is in the process of partnering with PSEO.	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	New Jersey is developing public-use data files containing aggregate statistics for all of its dashboards.	DEVELOPING
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	New Jersey has a public interactive reporting tool containing education-to-opportunity statistics for (i) public four-year institutions; (ii) some private four-year institutions; (iii) community colleges; and another for (iv) WIOA-eligible training providers.	LEADING
8 Gives researchers access to individual-level matched education-to-opportunity datasets	The New Jersey Statewide Data System provides external researchers with de-identified, individual-level data from across state agencies. The data available include K-12, higher education, and workforce and training information. An executive leadership committee reviews requests to access these data, and all requests must align with the state's research agenda . Researchers can also access data dictionaries that provide details of the potential datasets available prior to applying.	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	New Jersey's MyCareerNJ portal includes digital career tools: NJ Training Exploring and NJ Career Navigator. The NJ Career Navigator is an artificial intelligence-powered recommendation engine matching users to training opportunities and in-demand jobs based on their skills, employment history, and professional goals.	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 New Jersey Statewide Data System (NJSDS), operated by the Heldrich Center for Workforce Development at Rutgers University, produces E2E research. It has ready access to integrated education-to-employment data and produces resources on postsecondary employment outcomes. There is evidence of sustainable funding, governance, and staffing. NJSDS partners include the New Jersey Department of Labor and Workforce Development and New Jersey Office of the Secretary of Higher Education, among other agencies.	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

New Jersey

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.		32% DEVELOPING	40% 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.		19% FOUNDATIONAL	29% DEVELOPING		
	Education-to-career paths that might be a good fit for student's strengths and interests	23%	33%		
	Job opportunities that a particular education program could lead to	24%	31%		
	Potential earnings in different careers related to student's education program	16%	30%		
	Career outcomes of students from their own institution	15%	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.		68% ADVANCED	77% ADV./LEAD.		
	Setting education and career goals and developing a plan to achieve these goals	66%	76%		
	Identifying and overcoming barriers	69%	78%		
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

New Jersey

FOUR-YEAR

DEVELOPING

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 39 hours per week Average annual net price, four-year institutions: \$18,553	LEADING 9 hours per week Average annual net price, two-year institutions: \$7,804		
Low-income student hours of work needed	ADVANCED 19 hours per week Average annual net price for low-income students, four-year institutions: \$11,679	LEADING 6 hours per week Average annual net price for low-income students, two-year institutions: \$6,790		
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			
	52%			
CATEGORY KEY	Leading ≥65%	Advanced 50% to <65%	Developing 35% to <50%	Foundational <35%



Work-Based Learning

New Jersey

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	41% DEVELOPING Paid internship participation: 34% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 72%	13% FOUNDATIONAL Paid internship participation: 8% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 31%

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 New Jersey, **0.20 percent** of the state labor force is made up of active apprentices, for a total of **9,424 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

New Jersey

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

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%