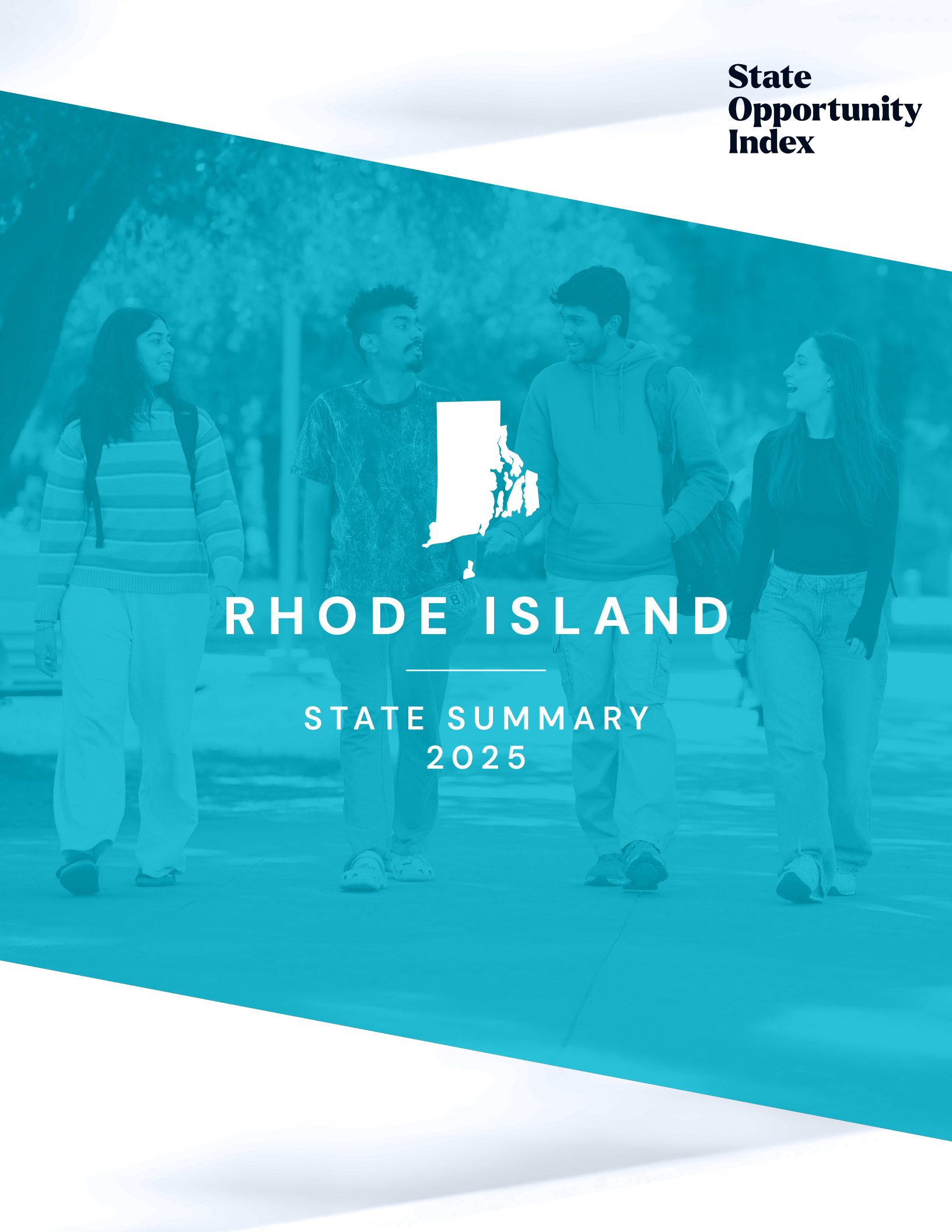


State Opportunity Index



RHODE ISLAND

STATE SUMMARY
2025

Rhode Island 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

59%



State
Opportunity
Index

strada

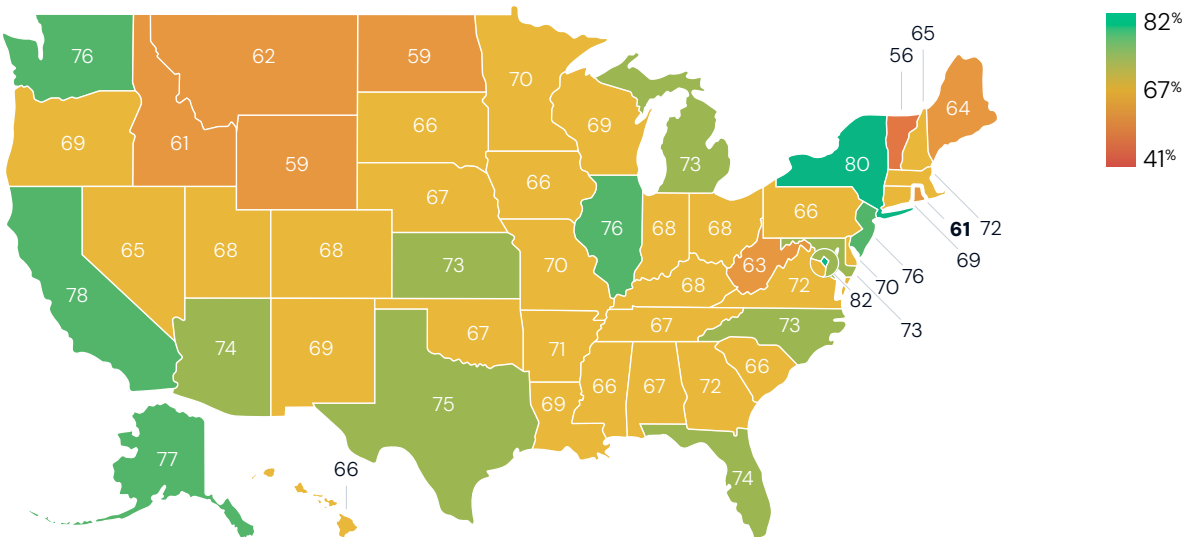
Positive ROI

Rhode Island

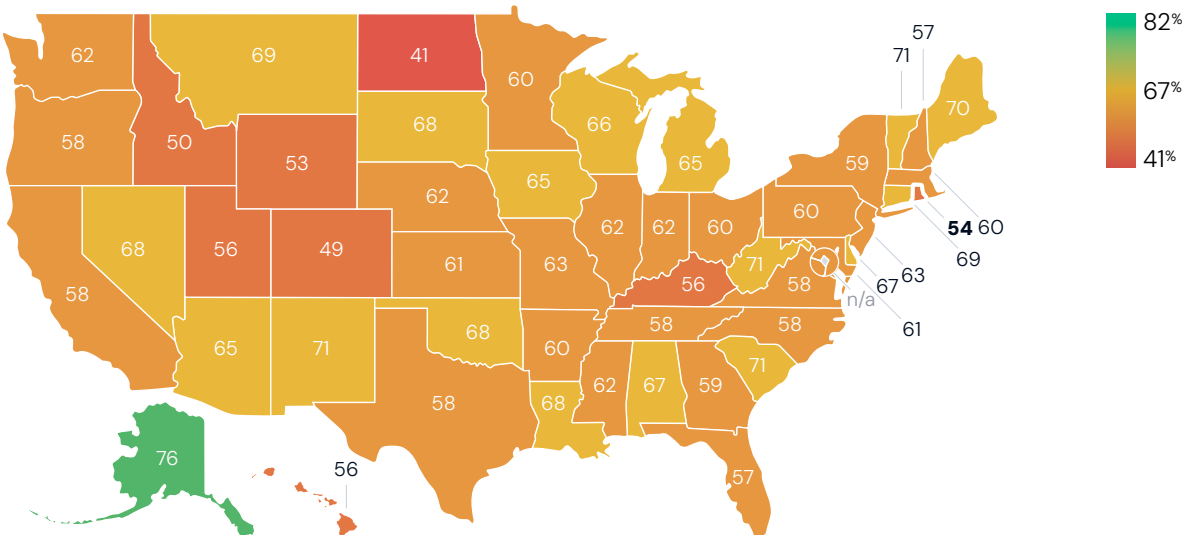
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Rhode Island	U.S.
Overall	59%	70%
Bachelor's	61%	73%
Associate	54%	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	Rhode Island implements an extensive collection of enrollment and credential outcomes from nondegree and noncredit programs. The state's collections include: (i) college-issued, for-credit nondegree credentials; (ii) college-issued, noncredit nondegree credentials through occupational training; (iii) WIOA-eligible training providers; (iv) occupational licensure; and (v) other third-party credentials, including apprenticeships and industry certifications. Rhode Island publishes the employment outcomes for many of these nondegree and noncredit programs, including college-issued, noncredit credentials through its Credentials of Value dashboard .	LEADING
2 Examines earnings by occupation, pay rate, and work location	Rhode Island collects pay rate (hours and weeks worked) 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	Rhode Island has robust integration and publication of public postsecondary education and employment data, but limited inclusion of private institutional data. The state's integrated and published postsecondary education and employment data includes: (i) public four-year institutions to employment, (ii) community colleges to employment, and (iii) WIOA-eligible training providers to employment data. The state publishes employment outcomes for public four-year institutions, community colleges, and college-issued, for-credit nondegree credentials through its Greater Newport Dashboard . Additionally, the state publishes integrated public four-year institutions and community college-to-employment data on the health care sector through its Healthcare and Social Assistance Workforce dashboard , with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status. The state publishes integrated WIOA-eligible training providers-to-employment data as an open data file and a public interactive reporting tool through the RI Talent Dashboard . Rhode Island does not integrate and publish data on private four-year institutions to employment.	ADVANCED
4 Integrates and delivers information on learner's earnings and employment after high school completion and over time	Rhode Island has public downloadable 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.	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	Rhode Island partners with Multi-State Data Collaborative and State Wage Interchange System. Two private four-year institutions in Rhode Island partner with PSEO.	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



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	Rhode Island has open data files containing education-to-employment outcomes for: (i) WIOA-eligible training providers with disaggregation by race/ethnicity, gender, and family income or economically disadvantaged status; and (ii) high schools , with disaggregation by race/ethnicity and gender. Additionally, the state publishes enrollment and completion metrics for public four-year and community college institutions.	ADVANCED
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Rhode Island has dashboards containing education-to-employment outcomes for: (i) nondegree credentials ; (ii) WIOA-eligible training providers ; and (iii) high schools with disaggregation by race/ethnicity and gender. Additionally, the state publishes a dashboard containing employment outcomes for public four-year institutions and community colleges, but the outcomes cannot be disaggregated by institution or program.	LEADING
8 Gives researchers access to individual-level matched education-to-opportunity datasets	Rhode Island provides individual-level matched education-to-opportunity datasets to external researchers upon request. The process is clearly documented , and the state also publishes the reports from completed projects.	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	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.	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 Rhode Island Longitudinal Data System (RILDS) Center is the state's centralized, authoritative source generating E2E insights, and the Center has ready access to integrated E2E data. There is evidence of sustainable funding, governance, and dedicated staffing as well as partnerships with higher education and workforce development agencies. The RILDS Center produces resources, reports, and other tools for E2E stakeholders, including reports on postsecondary employment outcomes, but does not report on supply/demand labor market attributes.	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

ADVANCED

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.		28% FND./DEV.	56% ADVANCED
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.		20% FOUNDATIONAL	35% DEVELOPING
Education-to-career paths that might be a good fit for student's strengths and interests		25%	46%
Job opportunities that a particular education program could lead to		23%	40%
Potential earnings in different careers related to student's education program		17%	32%
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.		71% ADV./LEAD.	74% ADV./LEAD.
Setting education and career goals and developing a plan to achieve these goals		70%	73%
Identifying and overcoming barriers		72%	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

Rhode Island

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 33 hours per week Average annual net price, four-year institutions: \$17,850	LEADING 1 hour per week Average annual net price, two-year institutions: \$5,460		
Low-income student hours of work needed	ADVANCED 14 hours per week Average annual net price for low-income students, four-year institutions: \$10,683	LEADING 1 hour per week Average annual net price for low-income students, two-year institutions: \$5,352		
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 47%
CATEGORY KEY	Leading ≥65% Advanced 50% to <65% Developing 35% to <50% Foundational <35%



Work-Based Learning

Rhode Island

FOUR-YEAR

DEV./ADV.

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	40% DEV./ADV. Paid internship participation: 39% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 74%	12% FOUNDATIONAL Paid internship participation: 9% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 36%

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 Rhode Island, **0.41 percent** of the state labor force is made up of active apprentices, for a total of **2,409 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

Rhode Island

ADVANCED

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

ADVANCED

Information technology and business

Data analytics

LEADING

Finance and accounting professionals

LEADING

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

LEADING

Software development and engineering

LEADING

Health care

Health care technicians and technologists

FOUNDATIONAL

Nursing

DEVELOPING

Manufacturing and engineering

Engineering

LEADING

Manufacturing/Trades technicians and technologists

ADVANCED

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%