

WYOMING

STATE SUMMARY
2025

Wyoming 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

57%



**State
Opportunity
Index**

strada

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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.

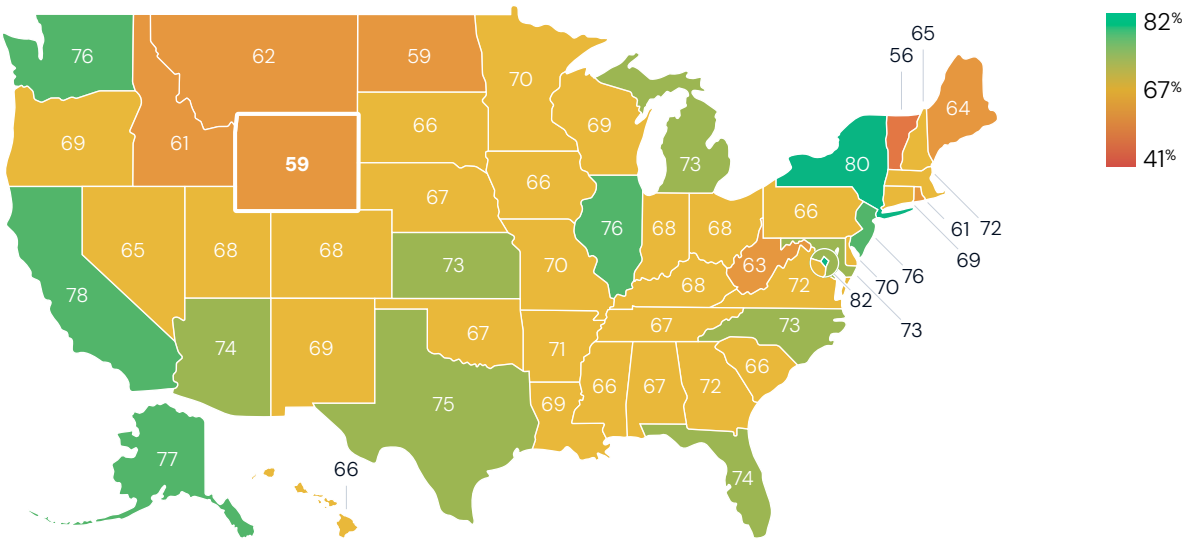
Positive ROI

Wyoming

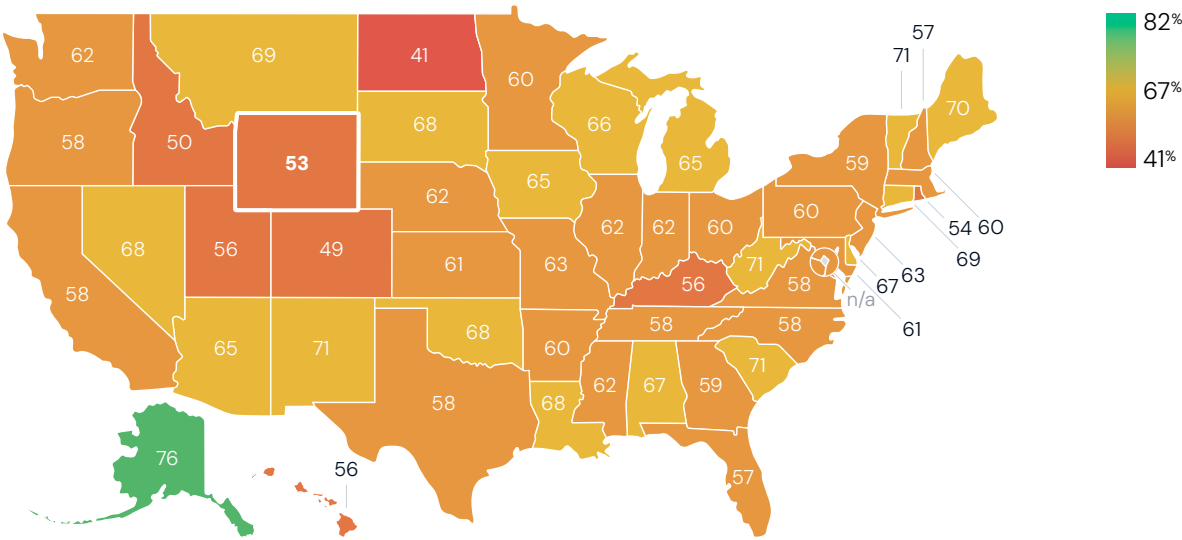
The positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

	Wyoming	U.S.
Overall	57%	70%
Bachelor's	59%	73%
Associate	53%	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	Wyoming collects enrollment and credential outcome data for multiple nondegree and noncredit programs. The state's collections include: (i) college-issued, for-credit nondegree certificates; (ii) college-issued, noncredit nondegree credentials; (iii) occupational licensure; and (iv) other third-party credentials, including apprenticeship. Wyoming does not link these nondegree and noncredit data to employment outcomes.	ADVANCED
2 Examines earnings by occupation, pay rate, and work location	Wyoming 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	Wyoming has integrated and published several key types of postsecondary education and training and employment data but has not integrated and published other key types. The state's integrated and published PSET-to-employment datasets include: (i) public four-year institutions to employment, with a public interactive reporting tool available in most cases through the Wyoming Statewide Longitudinal Education Data System (SLEDs) Postsecondary Education Workforce Outcomes dashboard , and (ii) community colleges to employment, with a public interactive reporting tool available in most cases through the Wyoming SLEDs Postsecondary Education Workforce Outcomes dashboard . Integrated data for public four-year and community college to employment are not disaggregated. Wyoming 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	Through the Wyoming Statewide Longitudinal Education Data System, the state is developing a high school-to-employment report.	DEVELOPING
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	Wyoming participates in PSEO (>75% graduate coverage) and State Wage Interchange System.	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	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.	FOUNDATIONAL
7 Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Wyoming has a dashboard containing education-to-employment outcomes by program for public four-year institutions and community colleges.	ADVANCED
8 Gives researchers access to individual-level matched education-to-opportunity datasets	Wyoming has individual-level education-to-opportunity matched datasets across systems, but access is limited to internal state agency staff and legislatively mandated participating entities.	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	The Wyoming Governor's Office, along with the Wyoming Department of Education, Department of Workforce Services, University of Wyoming, and Wyoming Community College Commission, partnered with nine other states to participate in the National Governors Association (NGA) community of practice focused on digital credential wallets. Building upon Wyoming's existing Business Occupational Outlook Tool Sets system, Statewide Longitudinal Education Data System , and the desire for easily verifiable industry-recognized certifications, the state is positioned to implement learnings from this NGA initiative. Wyoming has issued an RFP seeking vendor support to develop a statewide LER ecosystem and Digital Credential Wallet.	ADVANCED
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 Wyoming Statewide Longitudinal Educational Data System (SLEDs) is statutorily responsible for "management and analytical reporting in support of education and workforce outcomes." The Community College Commission, the Department of Education, the Department of Workforce Services, and the University of Wyoming partner with SLEDs, which integrates education-to-employment data and has published an interactive resource on postsecondary employment outcomes. Sustainable funding, governance, and staffing of the system remains unclear. Additionally, the Wyoming Workforce Services Research and Planning Division collects, analyzes, and publishes timely and accurate labor market information and provides the public and the public's representatives with the information needed for evidence-based, informed decision-making.	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

Wyoming

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.		37% DEVELOPING	47% DEV./ADV.
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.		14% FOUNDATIONAL	39% DEVELOPING
Education-to-career paths that might be a good fit for student's strengths and interests		17%	42%
Job opportunities that a particular education program could lead to		17%	43%
Potential earnings in different careers related to student's education program		12%	39%
Career outcomes of students from their own institution		9%	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.		68% ADVANCED	81% LEADING
Setting education and career goals and developing a plan to achieve these goals		68%	81%
Identifying and overcoming barriers		68%	80%
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

Wyoming

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	DEVELOPING 25 hours per week Average annual net price, four-year institutions: \$11,995	ADVANCED 11 hours per week Average annual net price, two-year institutions: \$7,640		
Low-income student hours of work needed	LEADING 9 hours per week Average annual net price for low-income students, four-year institutions: \$7,174	LEADING 7 hours per week Average annual net price for low-income students, two-year institutions: \$6,227		
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			
	39%			
CATEGORY KEY	● Leading ≥65%	● Advanced 50% to <65%	● Developing 35% to <50%	● Foundational <35%



Work-Based Learning

Wyoming

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	40% DEVELOPING Paid internship participation: 37% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 74%	12% FOUNDATIONAL Paid internship participation: 5% Percentage of students who participated in at least one of the five types of experiences (paid or unpaid): 24%

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 Wyoming, **0.17 percent** of the state labor force is made up of active apprentices, for a total of **507 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

Wyoming

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

FOUNDATIONAL

Finance and accounting support

FOUNDATIONAL

Information and cybersecurity

LEADING

Software development and engineering

LEADING

Health care

Health care technicians and technologists

DEVELOPING

Nursing

FOUNDATIONAL

Manufacturing and engineering

Engineering

DEVELOPING

Manufacturing/Trades technicians and technologists

FOUNDATIONAL

CATEGORY KEY

● **Leading**
≥75%

● **Advanced**
60% to <75%

● **Developing**
50% to <60%

● **Foundational**
<50%