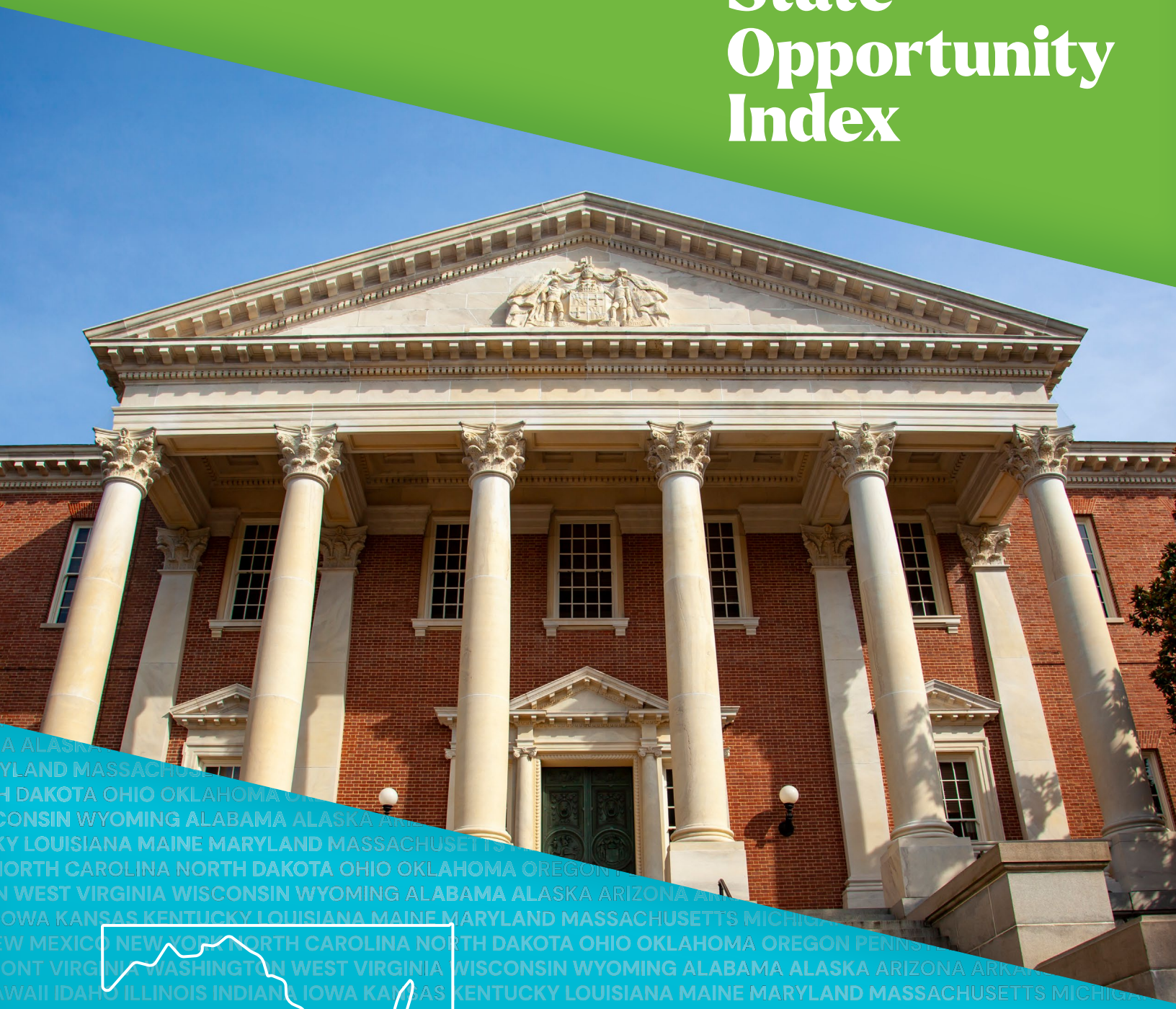
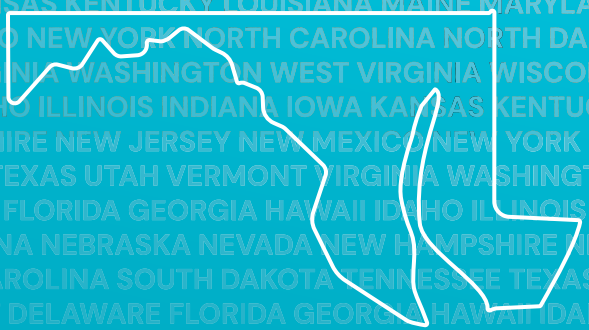
State Opportunity Index





Maryland

State Summary 2026

Maryland at a glance

THE STATE OPPORTUNITY INDEX is a framework for measuring and improving education-to-career outcomes. For each state, the Index reports the percentage of graduates 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).

Maryland is among 17 states Leading in Clear Outcomes. The state also is among 35 states and jurisdictions Leading in Affordability at associate degree institutions. To learn more about progress in other states, visit strada.org/state-opportunity-index.



State Opportunity Index

strada

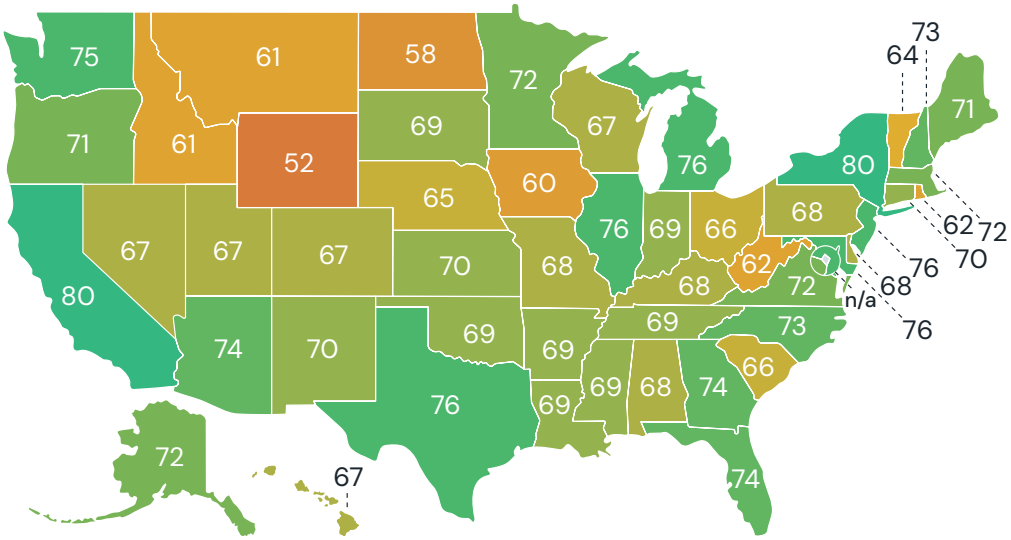
In cases in which the margin of error crosses a category threshold, states are given a combined category.
References for "unavailable" refer to states in which there was insufficient data to assign a rating at this time.

Positive ROI

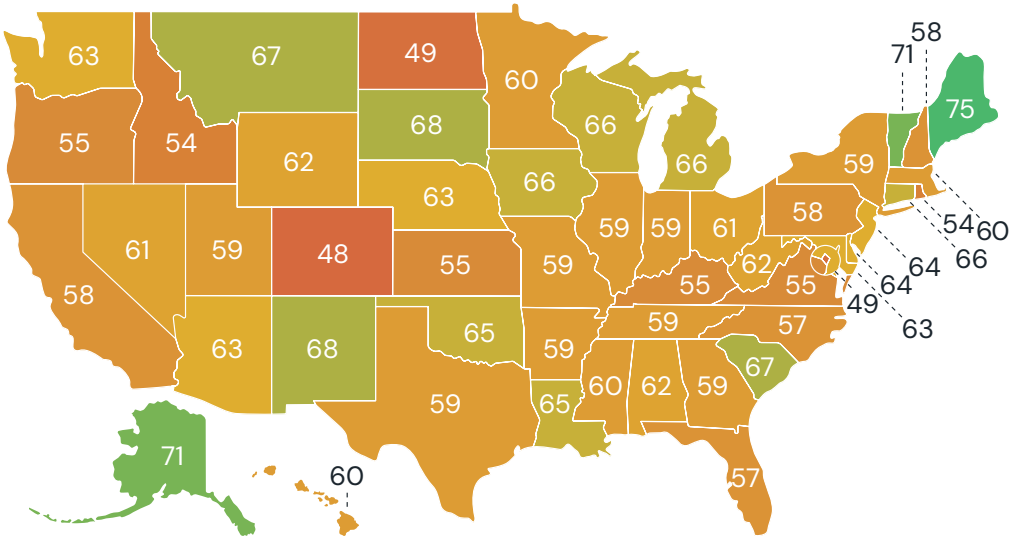
	Maryland	National
Overall	74%	70%
Bachelor's	76%	73%
Associate	63%	60%

All students who invest their time and money in earning a degree should be financially better off because of it. 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.

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



Clear Outcomes

LEADING

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 clarify education pathway outcomes in order to inform personal, public, and private sector investments.

Maryland improved from Foundational to Developing in verified data for learning mobility (element 9). Integrating high school completion and employment data (element 4) and integrating post-high school education and employment data (element 3) also are strengths, and Maryland is one of 15 and 11 states, respectively, that are Leading in those elements.

COLLECT

State data system elements	State description	Category
1. Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs	Maryland collects enrollment and completion data from many nondegree and noncredit postsecondary education and training programs, including: (i) college-issued, noncredit credentials; (ii) WIOA-eligible training providers; (iii) occupational licensure; and (iv) other third-party credentials, namely industry credentials and apprenticeships. These nondegree credentials are integrated with each other and employment outcomes from administrative sources through the Maryland Longitudinal Data System Center.	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	Category
3. Integrates and delivers information on learners' earnings and employment after postsecondary education and training completion, and over time	Maryland integrates administrative employment and earnings data with its (i) public four-year institutions; (ii) private four-year institutions; and (iii) community colleges. The state publishes the employment outcomes as an interactive resource through the Maryland Longitudinal Data System Center. The employment outcomes are disaggregated by race/ethnicity, gender, and other student and institutional characteristics.	LEADING
4. Integrates and delivers information on learners' earnings and employment after high school completion and over time	Maryland integrates information on employment and earnings from administrative sources with high school completion records. The state publishes these employment outcomes as an open aggregate dataset and interactive resource with disaggregation by race/ethnicity, gender, family income/economic status, and other school 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 participates in the PSEO project (data pending). The Maryland Longitudinal Data System Center is pursuing a data sharing agreement to participate in the Multi-State Data Collaborative. The Maryland Department of Labor participates in the State Wage Interchange System.	LEADING

Category Key

Extent to which elements are present in state data infrastructure

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Clear Outcomes

LEADING

Maryland 2026

PROVIDE

State data system elements	State description	Category
6. Provides comprehensive and timely open data files containing anonymized education-to-opportunity statistics that anyone can access, download, and otherwise use	Maryland publishes open datasets containing high school-to-employment outcomes with disaggregation by race/ethnicity, gender, and family income/economic status. Upon request, the Maryland Longitudinal Data System Center provides aggregate education-to-employment statistics for public four-year institutions, private four-year institutions, and community colleges. The Center also will soon provide employment outcomes for WIOA-eligible training providers upon request.	DEVELOPING
7. Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	Maryland publishes an interactive resource containing education-to-employment statistics for public bachelor's institutions, private bachelor's institutions, and community colleges. Additionally, the state has dashboards containing high school-to-employment outcomes. These dashboards feature disaggregation by race/ethnicity, gender, family income/economic status, and other student characteristics.	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 prematched and pre-built datasets upon request. Some researchers may be granted access to deidentified 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	Category
9. Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement	While not yet a coordinated statewide effort, individual higher education institutions across Maryland are laying the foundation for learning mobility. The Blueprint for Maryland's Future also provides the foundational policy conditions for expanded learning mobility. The CTE Framework requires every pathway to culminate in a stackable, employer-validated credential, and the Governor's Workforce Development Board established the goal that 45 percent of public high school graduates earn a Registered Apprenticeship or industry-recognized credential by 2031.	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 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 E2E 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

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Quality Coaching

BACHELOR'S DEVELOPING **ASSOCIATE** 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. The Quality Coaching measure is based on the percentage of associate students and bachelor's senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

Maryland remains Developing in overall Quality Coaching for students at both bachelor's and associate degree institutions. As is the case with most states, the rate of bachelor's students receiving labor market information by the end of their first year of college increased.

	Bachelor's		Associate	
	State	National	State	National
PERSONALIZED GUIDANCE				
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	DEVELOPING **33%**	**35%**	DEVELOPING **38%**	**45%**
TIMELY LABOR MARKET INFORMATION				
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	FND./DEV. **26%**	**26%**	DEVELOPING **35%**	**35%**
Education-to-career paths that might be a good fit for students' strengths and interests	33%	34%	42%	45%
Job opportunities that a particular education program could lead to	22%	21%	32%	31%
Potential earnings in different careers related to students' education program	32%	30%	40%	40%
Career outcomes of students from their own institution	16%	17%	24%	23%
SUPPORT				
The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles	ADV./LEAD. **73%**	**72%**	ADV./LEAD. **77%**	**73%**
Setting education and career goals, and developing a plan to achieve these goals	71%	71%	77%	73%
Identifying and overcoming barriers	74%	73%	76%	73%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

Affordability

BACHELOR'S **ADVANCED** ASSOCIATE **LEADING**

A quality postsecondary education should be within everyone's reach, with clear, predictable, and manageable costs. 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.

Maryland is one of 15 states categorized as Advanced or Leading in overall affordability at bachelor's degree institutions. At the bachelor's level, the number of hours the average student would need to work to cover the cost of college declined, improving this particular element from Foundational to Developing. At associate degree institutions, lower net prices for low-income students contributed to an improvement in this element from Advanced to Leading.

	Bachelor's		Associate	
	State	National	State	National
STUDENT HOURS OF WORK NEEDED				
Average student hours of work needed	**DEVELOPING** **26 hours per week** Average annual net price: $16,328	**26 hours per week** Average annual net price: $15,270	**LEADING** **9 hours per week** Average annual net price: $9,576	**8 hours per week** Average annual net price: $8,089
Low-income student hours of work needed	**LEADING** **6 hours per week** Average annual net price for low-income students: $7,979	**12 hours per week** Average annual net price for low-income students: $9,813	**LEADING** **7 hours per week** Average annual net price for low-income students: $8,290	**4 hours per week** Average annual net price for low-income students: $6,678

Category Key	Foundational	Developing	Advanced	Leading
	≥30 hrs	20 to <30 hrs	10 to <20 hrs	<10 hrs

	Bachelor's	
	State	National
ON-TIME COMPLETION RATE		
	ADVANCED **55%**	**47%**

Category Key	Foundational	Developing	Advanced	Leading
	<35%	35% to <50%	50% to <65%	≥65%

Work-Based Learning

BACHELOR'S **DEVELOPING**

All students should have access to paid, immersive work-based learning experiences that connect education to career. The Work-Based Learning measure is based on the percentage of bachelor's 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. For students at associate degree institutions, participation is reported when data are available, but states are not categorized.

For students at **Maryland's** bachelor's degree institutions, paid work-based learning participation is categorized as Developing, a category shared with 32 other states. At the associate level, students participate in paid work-based learning, especially in paid internships, at higher rates than students nationally.

	Bachelor's		Associate	
	State	National	State	National
QUALITY WORK-BASED LEARNING				
Percentage of students at public institutions who participated in at least one of the five types of quality paid work-based learning experiences	DEVELOPING **43%**	**43%**	**28%**	**14%**
Paid internship participation	35%	35%	24%	10%
Percentage of students who participated in at least one of the five types of experiences (paid or unpaid)	76%	71%	51%	30%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

When the margin of error crosses a category threshold, states are given a combined category.

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, 0.40 percent of the state labor force is made up of active apprentices, for a total of 12,763 apprentices. Across the country, this number ranges from 0.86 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

Students should have access to programs that lead to quality jobs and employers should be able to find the talent they need to fill high-wage roles. 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 set of high-demand, high-wage jobs in each state.

Maryland is one of 21 states and jurisdictions categorized as Advanced in college-level employment among recent bachelor's degree graduates and has one of the highest college-level employment levels in the country (63 percent, compared to a national average of 60 percent). Though Foundational in its overall supply/demand ratio, Maryland saw improvements in supply/demand ratios for data analytics from Advanced to Leading, engineers and information and cybersecurity from Foundational to Advanced, and manufacturing/trades technicians and technologists from Foundational to Leading.

COLLEGE-LEVEL EMPLOYMENT			
The percentage of bachelor's degree graduates who are employed in college-level jobs		63%	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		ADVANCED
	Software development and engineering		LEADING
Healthcare	Healthcare technicians and technologists		FOUNDATIONAL
	Nursing		FOUNDATIONAL
Manufacturing and engineering	Engineering		ADVANCED
	Manufacturing/Trades technicians and technologists		LEADING

Category Key

- **Foundational** <50%
- **Developing** 50% to <60%
- **Advanced** 60% to <75%
- **Leading** ≥75%

State Opportunity Index

Maryland 2026

Appendix

Student Survey Responses

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Appendix // **Survey Data Tables**

The following tables provide student responses for questions included in the 2026 State Opportunity Index survey.

	Bachelor's		Associate	
	State	National	State	National
SAMPLE SIZE				
Respondents, 2026	574	36,564	52	17,000
Respondents, 2025–26 combined	1,436	77,803	167	32,005
VALUE				
To what extent do you agree or disagree with the following statement, "My education will be worth the cost"?				
Strongly disagree	7%	4%	–	7%
Somewhat disagree	7%	9%	–	6%
Neither agree nor disagree	10%	9%	–	8%
Somewhat agree	39%	38%	–	28%
Strongly agree	38%	40%	–	52%
Thinking about how your education supports your career goals, how satisfied are you with how well your institution prepared you for the workforce? *(1: Not at all satisfied … 10: Extremely satisfied)*				
Average (1-10)	7.3	7.2	–	7.8
QUALITY COACHING				
Before choosing your major or program of study, how did you receive information on careers, salaries, job opportunities, etc.? *(Select all that apply)*				
One-on-one meeting with faculty or advisor	19%	22%	–	22%
Career fair, group workshop, orientation session, or in a class	35%	30%	–	23%
National job boards *(LinkedIn, GlassDoor, Indeed, Idealist)*	32%	28%	–	25%
College career portal *(Handshake, Symplicity)*	21%	20%	–	12%
Career assessment tools *(MyMajors, Career Coach)*	11%	14%	–	14%
Labor market tools *(Lightcast, O*NET, state workforce websites)*	8%	6%	–	7%
AI-based tools *(ChatGPT, Perplexity, CareerVillage, Roadtrip Nation)*	15%	13%	–	13%
Conversations with friends and family members	50%	52%	–	47%
Conversations with alumni, mentoring services, scholarship groups, etc.	17%	18%	–	13%
Email or newsletter	16%	16%	–	14%
Other	5%	5%	–	9%
None of these	8%	9%	–	12%
I have not yet chosen a program of study.	0%	1%	–	1%

	Bachelor's		Associate	
	State	National	State	National
WORK-BASED LEARNING				
During your time in college, have you participated in any of the following? *(Select all that apply)*				
Micro-Internship: short-term work experience, typically lasting four weeks or less, on a specific, employer-defined project	28%	23%	–	7%
Project-Based Learning Activity: real-world, employer-designed projects built as assignments within academic courses	31%	30%	–	12%
Service Learning: courses that combine academic instruction with community service, addressing a real-world need	25%	24%	–	12%
Externship: a short-term experience where a student shadows a professional to observe day-to-day duties to learn about a specific career field	21%	21%	–	10%
During your time in college, have you participated in any of the following? *(Select all that apply) [Paid or unpaid]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	51%	47%	–	11%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	6%	5%	–	4%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	4%	4%	–	2%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	19%	20%	–	14%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	26%	25%	–	6%
In-state participation: Student participation in at least one of the five paid experiences in the same state as their institution (paid internship, paid apprenticeship, paid co-op program, paid student teaching, practicum, clinical hours, paid undergraduate research)	31%	32%	–	10%
Did you get credit or a record on your transcript for any of your experiences? *(Select all that apply) [Shown to those who reported the work-based learning experience in question]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	53%	52%	–	52%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	31%	33%	–	41%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	29%	47%	–	47%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	65%	62%	–	65%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	50%	56%	–	38%

	Bachelor's		Associate	
	State	National	State	National
STUDENT WORK				
During the school year, how many hours do you spend in a typical seven-day week working for pay?				
Less than 10 hours per week	19%	16%	–	7%
10 to 19 hours per week	30%	30%	–	16%
20 to 29 hours per week	13%	18%	–	18%
30 hours or more per week	12%	14%	–	34%
Does not typically work while taking classes	25%	22%	–	24%
Do you consider yourself a student who works or a worker that goes to school?				
A student who works	58%	65%	–	44%
A worker who goes to school	17%	13%	–	32%
Does not work	25%	22%	–	24%
Did you have an on-campus job at any point during the time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Academic and Research: Research assistant, lab assistant, or teaching assistant (TA) for a professor	14%	13%	–	3%
Specialized Campus Services: Library assistant, IT help desk technician, or fitness center attendant	9%	9%	–	3%
Peer-Based Roles: Tutor, Resident Assistant (RA), student government or student club role, peer advisor, or orientation leader	15%	12%	–	4%
Retail and Customer Service: Bookstore associate, convenience store clerk, or campus apparel shop worker	5%	5%	–	2%
Food Service and Hospitality: Dining hall staff, campus cafe barista, or catering assistant for university events	4%	7%	–	2%
Administrative and Office Support: Departmental office assistant, front desk receptionist for an academic building, or admissions office worker	11%	10%	–	4%
Other	5%	5%	–	2%
I never had an on-campus job.	57%	57%	–	86%
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Administrative and Professional Support: Office assistant at a local business, medical receptionist, or clerical worker	9%	8%	–	8%
Community and Public Service: Public schools, libraries, government agencies, community-based organizations	10%	11%	–	8%
Freelance and Gig Economy: Freelance writer, graphic designer, social media manager, rideshare driver	11%	8%	–	6%
Food Service and Hospitality: Waiter/waitress, bartender, cook, barista, food delivery driver	21%	24%	–	20%
Healthcare and Social Services: Caregiver for the elderly, home health aide, non-certified medical assistant	7%	10%	–	15%

	Bachelor's		Associate	
	State	National	State	National
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(continued)*				
Personal and Household Services: Babysitter/nanny, pet sitter, dog walker, house cleaner	7%	8%	–	6%
Retail and Customer Service: Retail sales associate, cashier at a grocery store, customer service representative at a business	19%	21%	–	21%
Professional Services: Bank teller, clerical assistant at a law firm, office receptionist, administrative assistant	4%	5%	–	5%
Seasonal or Recreational: Summer camp counselor, ski resort employee, lifeguard at a public pool, tour guide at a local attraction	10%	9%	–	4%
Skilled Labor and Trades: Warehouse worker, mover, construction laborer, auto detailer, landscaping worker	7%	6%	–	11%
Other	5%	7%	–	11%
I never had an off-campus job.	29%	27%	–	25%
AFFORDABILITY				
Were you granted college credit for courses or work experience before enrolling at your institution? *(Select all that apply)*				
College courses taken while in high school *(Dual Enrollment, Concurrent Enrollment, Dual Credit, Early College Credit)*	28%	36%	–	19%
Advanced Placement classes or International Baccalaureate program in high school	27%	29%	–	8%
I transferred from an academic program at a two-year college, and I received transfer credit.	19%	17%	–	8%
I transferred from an academic program at a four-year college, and I received transfer credit.	9%	10%	–	12%
I took classes at another college but was not enrolled in a degree or credential program *(continuing education, summer classes, or extramural coursework)*, and I received credit.	8%	9%	–	7%
College credit for prior work or military experience *(Credit for Prior Learning, Prior Learning Assessment)*	4%	3%	–	3%
I did not bring any credits into my institution.	27%	21%	–	50%
POST-GRADUATION PLANS				
Which of the following best represents your plans within six months after graduation?				
I plan to work full time, but have not yet secured a position.	52%	46%	n/a	n/a
I plan to work full time at the job I had while I was enrolled.	8%	8%	n/a	n/a
I have accepted a new full-time job.	10%	11%	n/a	n/a
I plan to work part time.	2%	3%	n/a	n/a
I plan to pursue additional education, but have not yet been admitted.	13%	14%	n/a	n/a
I have been admitted to a program for additional education.	4%	10%	n/a	n/a
I have other plans.	3%	3%	n/a	n/a
I don't know what I plan to do after graduating.	7%	5%	n/a	n/a

	Bachelor's		Associate	
	State	National	State	National
How likely are you to remain in your institution's state after graduation?				
Very unlikely	12%	12%	n/a	n/a
Unlikely	16%	19%	n/a	n/a
Likely	41%	35%	n/a	n/a
Very likely	31%	34%	n/a	n/a
Which of the following best represents your career plans after you complete your current program?				
I plan to continue working for the same employer I have now.	n/a	n/a	–	21%
I plan to look for work with a new employer but in the same career.	n/a	n/a	–	23%
I plan to look for work in a new career.	n/a	n/a	–	56%
NONDEGREE CREDENTIALS				
Have you ever earned, or are you currently earning one of the following credentials relating to career-focused skills? *(Select all that apply)*				
Occupational license issued by a government agency *(teaching license, nursing license, cosmetology license)*	3%	7%	–	11%
Certificate or badge *(from a postsecondary program)*	12%	13%	–	17%
Industry-recognized credential *(Healthcare, IT, Skilled Trades and Manufacturing, Business and Professional Services, Hospitality and Culinary, Public Safety and Legal, Creative and Communications)*	10%	8%	–	13%
Some other type of career-focused credential	4%	3%	–	4%
I don't know.	20%	18%	–	18%
None of the above	54%	56%	–	46%

	State	National
EXTERNAL AFFORDABILITY METRICS		
State appropriations per student FTE, public four-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$15,284	$11,166
State appropriations per student FTE, public two-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$10,840	$11,096
FAFSA completion rate, high school class of 2026 (through July 1, 2026) *(Source: NCAN)*	61%	59%
150% completion rate, first-time full-time students, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	70%	64%
150% completion rate, first-time full-time Pell recipients, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	54%	53%

If we get this right, here's what the future could look like: A young person or adult explores options with a career coach. They have data on jobs and earnings by program. They know costs up front, and public options are affordable and accessible. They engage in paid work-based learning, building skills and clarifying goals. By completion, they don't just hold a credential (or a few).
They have a good job, experience, and momentum toward a better future.

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Headquarters
10 W Market St., Suite 1100
Indianapolis, IN 46204

Washington, D.C.
2001 Pennsylvania Ave. NW, Suite 1100
Washington, DC 20006

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