Education-to-Workforce
INDICATOR FRAMEWORK

Connecting Education to Opportunity

New Tools from the Education-to-Workforce Indicator Framework

Tuesday November 17, 2026

Housekeeping

- **This webinar is being recorded and will be available to watch asynchronously from the E-W Framework website.**
- **To submit comments or questions, use the Q&A feature located in the More button (3 dots).**
  - For help with any technical issues, you may also use the Q&A feature
- **Closed captioning is also available under the More button (‘Show captions’).**



Poll: Who is in the room?

Welcome!

Please share where you're coming from and what brought you here today.

Agenda for today

Goal: *Share recent updates and introduce new tools, resources, and practical examples to help you apply the E-W Framework.*

Activity	Presenter	Timing
Welcome	Mathematica	5 min
What's new with the framework: 2026 updates and use cases	Mathematica	5 min
Translating indicators into metrics users can calculate, report and query with their own data	AEM	10 min
E-W Framework Analysis Tool demo	Double Line	10 min
Exploring public E-W data and early SUMI findings	Urban Institute	10 min
Applying the framework through technical assistance and continuous improvement	TNTP	10 min
Audience Q&A & Closing	All (Mathematica moderator)	10 min

Presenting partners



Sophie Bright

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Progress Together



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Travis Hurst

Strive
DOUBLE LINE



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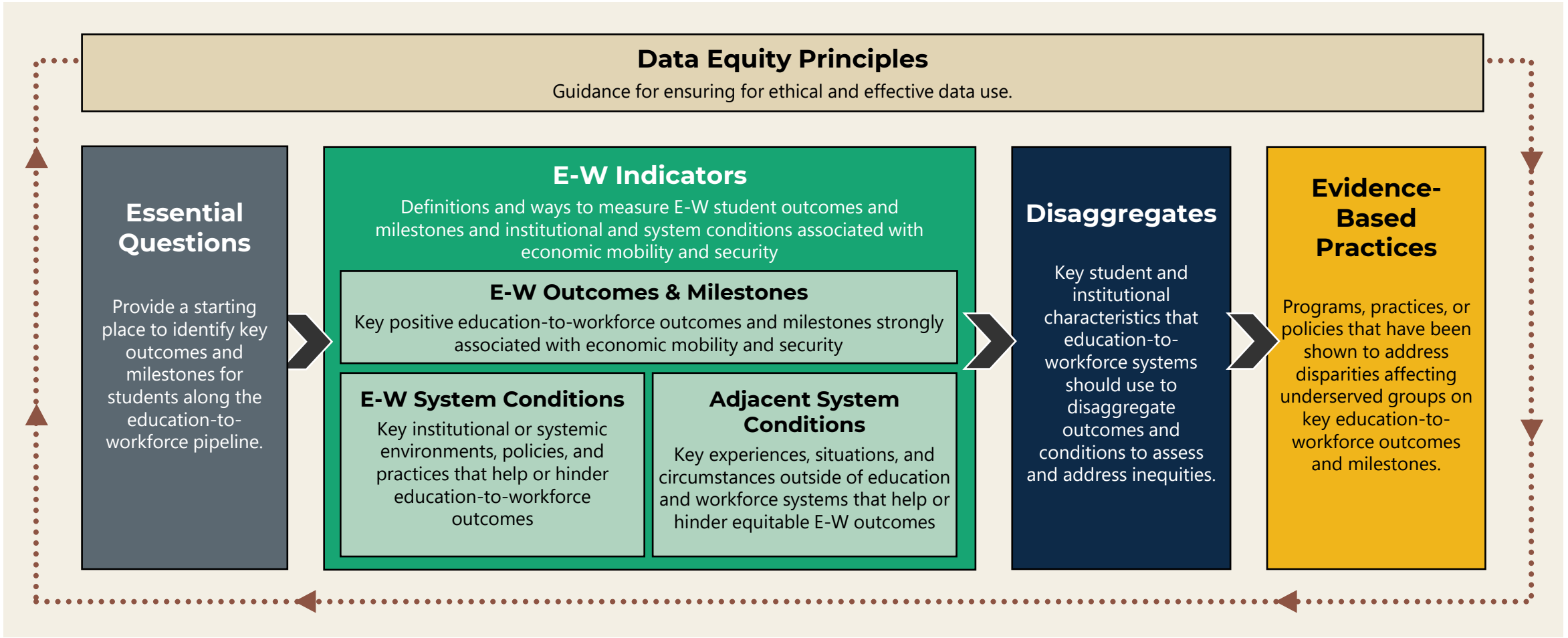


What is the Education-to-Workforce Indicator Framework?

A free public, field-owned resource designed to promote:

- **Cross-sector collaboration and alignment** across local, state, and national data systems through a common set of indicators and metrics that span pre-K to workforce
- **Data system modernization** that helps decisionmakers answer essential questions that support action
- **Intentional data collection and use** that advances educational and economic opportunity for all

What does the framework include?



Learn more about the framework on our website

educationtoworkforce.org

Take a self-paced intro course to the framework

Developed by StriveTogether

What's new with the E-W Framework?

- **Since 2022, the framework has been updated every two years to reflect developments in the field.**
- **The 2026 review:**
  - Drew on field feedback and recommendations from an 11-member advisory board.
  - Focused on strengthening content related to postsecondary-to-workforce transitions and workforce success.

The field is increasingly focused on connecting educational experiences to workforce outcomes.

Updates to the framework reflect growing emphasis on:

- Successful postsecondary-to-workforce transitions
- Career-connected learning
- Credentials of value
- Workforce pathways, including noncredit programs
- Economic mobility and workforce success

How is the E-W Framework being used?

16 states + DC

are using the E-W Framework

27%

of local decisionmakers use the framework and

50%

are aware of it

98%

of users say the framework has influenced their data collection and usage practices

Source: Education to Workforce Indicator Framework (Gates Foundation)

States and localities are using the framework to:

- Structure their research agendas
- Identify priority outcomes and indicators
- Assess data availability and gaps
- Strengthen cross-agency data connections
- Design data dashboards and reporting tools
- Align CTE programs with workforce needs
- Identify barriers to student success
- Guide continuous improvement efforts

Want to learn more?

Read about these use cases on our Case Studies page.

From indicators to metrics

Turning the E-W Framework's indicators into metrics users can calculate, report, and query with their own data



Using E-W Framework: from question to decision

A typical path a state or district data team could follow, using the resources from this work.

1 Pick an Essential Question

Start with a question leaders need answered

2 Choose the metric

Decide what to measure

3 Ask MetricFlow

Review the elements behind the metric and get the SQL query to calculate it.

4 Run it on your data

Validate the query, then run it against your instance of the CEDS Data Warehouse.

5 Fill a Power BI report

Load the results into a Power BI report so leaders can see trends and act on them.

WHAT SUPPORTS EACH STEP

1	2	3	4	5
E-W Framework	CEDS Connections	MetricFlow	CEDS Data Warehouse	Power BI templates

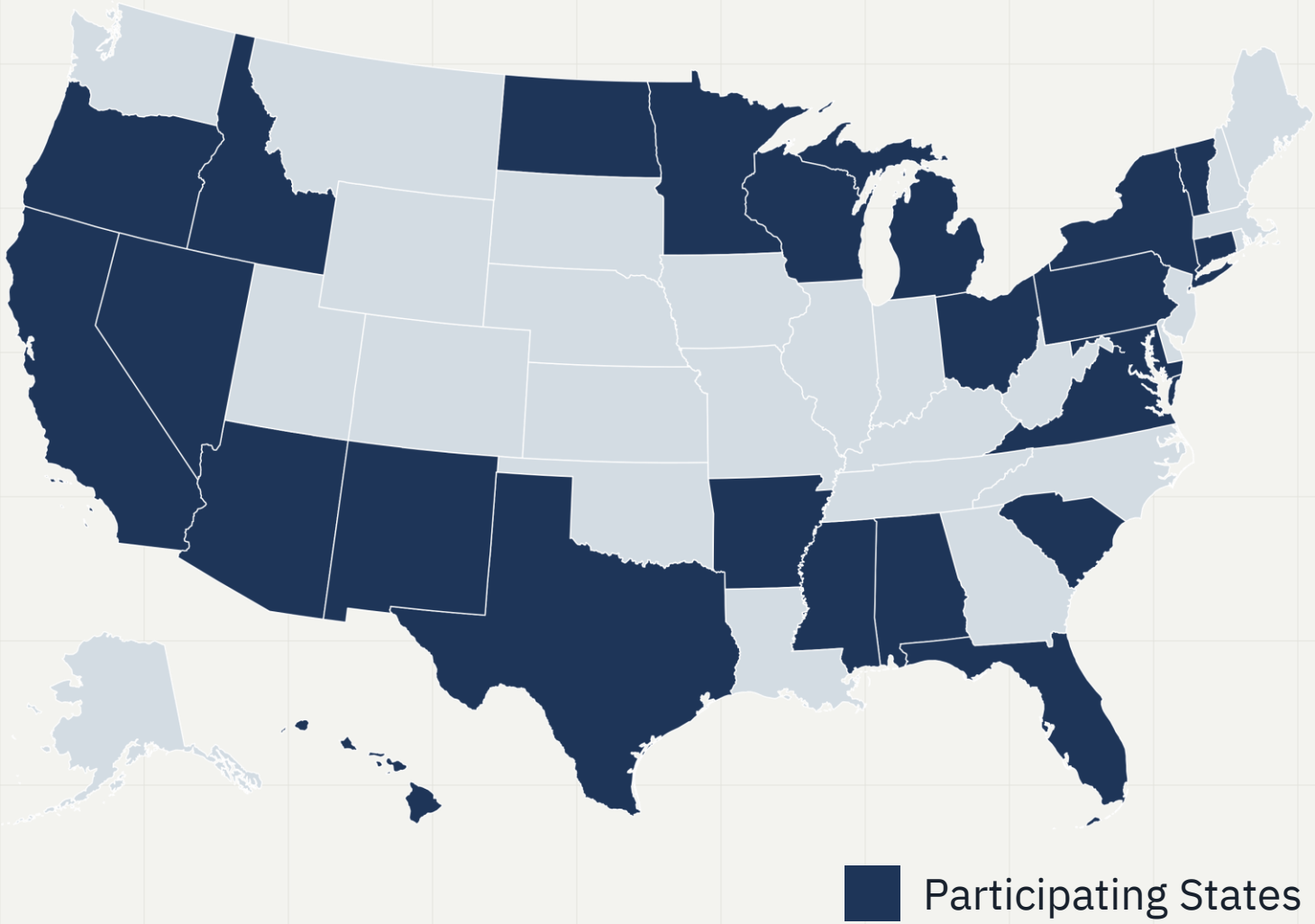
50+ Experts
25 States

Early learning

K-12

Post-secondary

Workforce



Based on CEDS

The Common Education Data Standards (CEDS) are a national, collaborative effort to develop voluntary, common data standards so education data can be exchanged, compared, and understood within and across P-20W institutions and sectors.

A common vocabulary

Standard element names, definitions, and option sets everyone can use

Data models

Ways to organize that vocabulary, such as the CEDS Data Warehouse and the CEDS Ontology

Tools and community

Tools such as CEDS Align and CEDS Connect, and a community of states, districts, institutions, and partners

P-20W → **Early learning** → **K-12** → **Postsecondary** → **Workforce**

Free for All to Use

EWFAnalysisTool.com

- Website hosted – free to use

Open-source

- Codebase housed in GitHub repository
- Downloadable for local instantiation
- Community contributions welcome and encouraged
- https://github.com/E-W-Framework-Analysis-Tool/E-W-Framework-Analysis-Tool

Roadmap for Tool Usage

What next? How should I use the Tool?

- Highly dependent on your own unique situation

Example Use Cases

- SLDS design and exploration
- Inter-agency cooperation
- Executive directives
- Proactive identification of research and communication areas

Straive
DOUBLE LINE

Use Cases

South Dakota

- Concerns about possible security / IT pushback
- Internal review audit & deployment
- Analyze EWF coverage
- Support development of EWF-based dashboards

North Carolina

- 6 Contributing agencies to NCSLDS
- Data Dictionary + AI Prompt = generated project file for all 6 data sources
- Validated by QA



11.12.2026

Measuring what matters for upward mobility

Education-to-Workforce Indicator Framework Webinar

URBAN INSTITUTE

Maggie Reeves
Senior Director, K-12 Education & SUMI Co-Lead

Education should lead to students' later success

7 in 10

students who start in poverty never make it to the middle class.

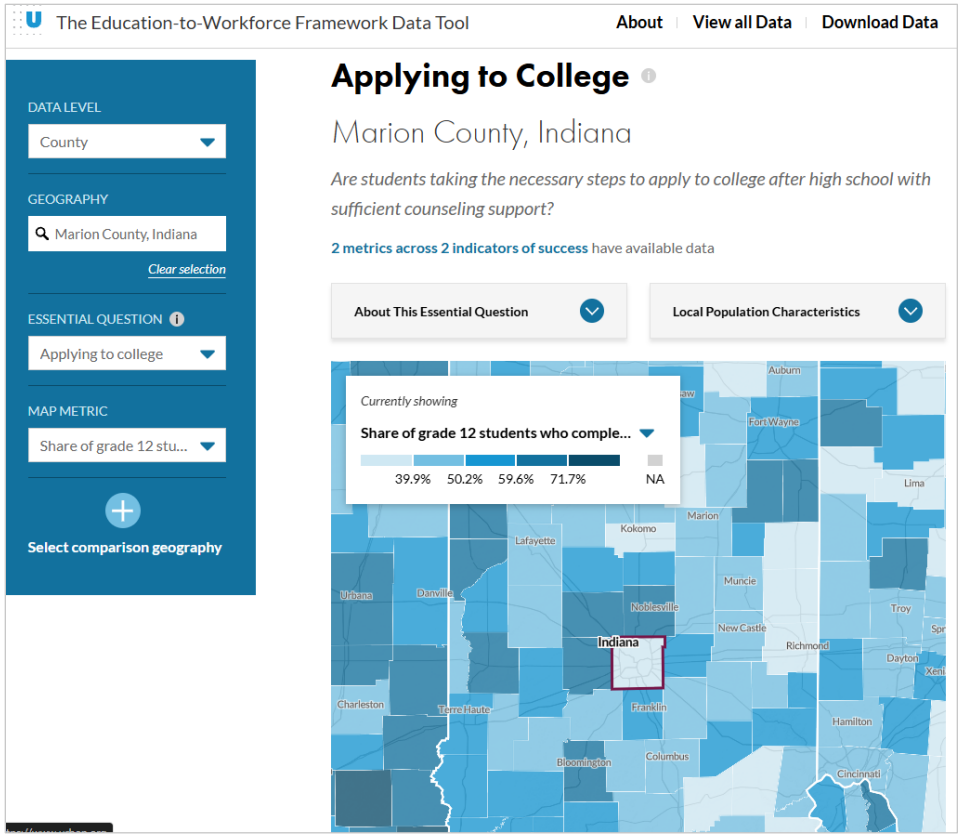
What if we could orient our educational practices, interventions, and experiences around key skills and competencies that drive students' upward mobility?

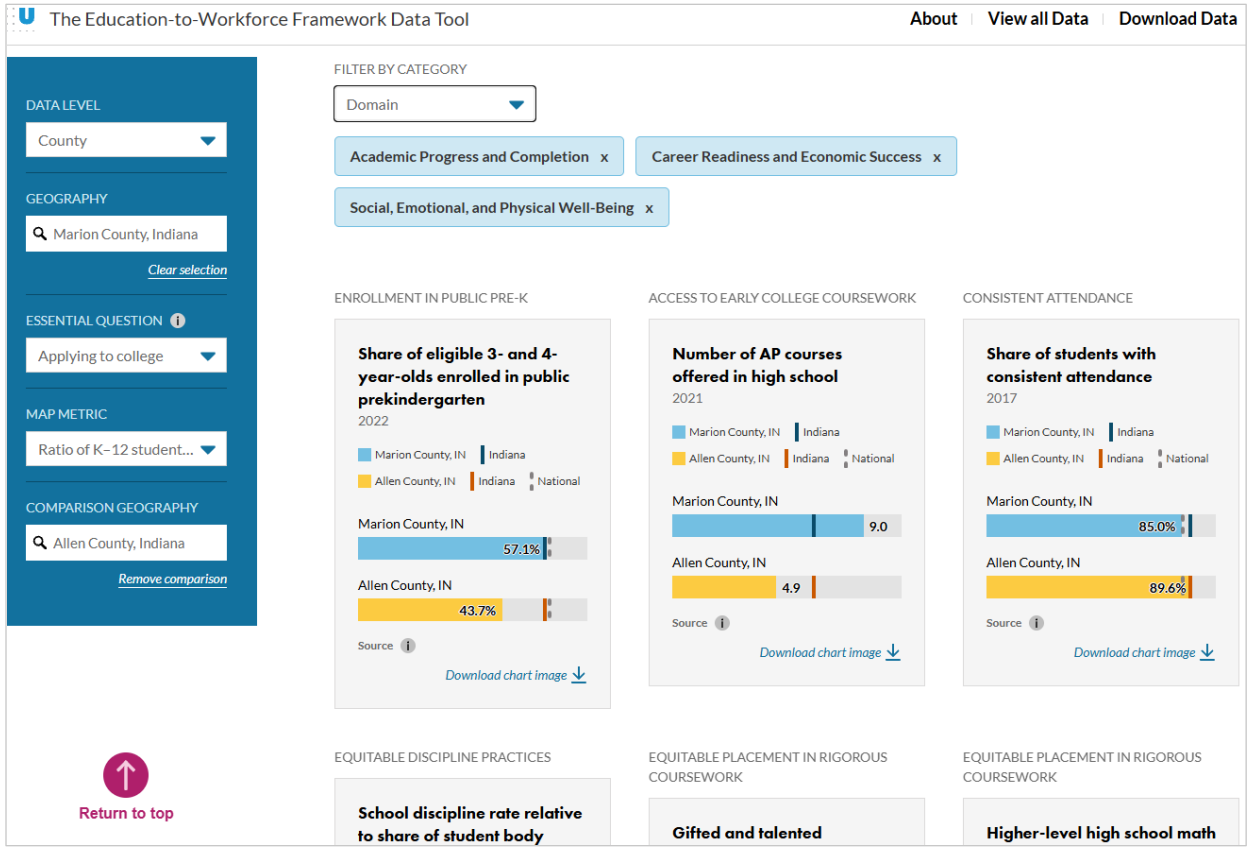


Source: Chetty, Hendren, Jones, and Porter 2020

The Data Tool shows what we can track

State, county, district, and tract Outcomes and system conditions Compare places and years Links to state data





Source: E-W Framework Data Tool, Urban Institute

What matters most: SUMI

Which measurable, teachable PK–12 skills matter for economic mobility: for whom, in which contexts, and at what stages?

01

Generate

targeted evidence

Identify the PK–12 skills and competencies driving students' later success

02

Synthesize

what findings support

Share findings that complement or complicate our emerging understanding

03

Bridge

evidence into action

Inform active policy and practice conversations with new evidence

34 active research efforts **19** states' student data **~$8M** awarded

What the first studies show

Specific skills beat broad scores

Applied math and spatial reasoning strongly predict adult wages.

Professional skills can be measured

Employer-rated professional skills predict college completion beyond test scores.

Signals sit in existing data

Existing assessments show which skills develop, and when.

As this research matures, it will inform updates to the E-W Framework, and through it the Data Tool.

How you can use this work

If you are	With the Data Tool	With SUMI evidence
Policymakers and state leaders	Compare states, counties, districts, and tracts, with links to state data	Inform assessment, accountability, pathways, and high school redesign
District and school leaders	See outcomes, conditions, trends over time, and gaps across student groups	Find specific skills in the item-level and subscore data you already have
Community organizations and funders	Understand conditions in your community and share comparable data	See which findings are established, maturing, or emerging before you invest
Researchers	Download national data organized by Framework indicator	Validate maturing findings and test emerging measures

Where to find it

1 Framework

Education-to-Workforce Framework

educationtoworkforce.org

2 Data Tool

E-W Framework Data Tool

apps.urban.org/features/education-workforce-framework-data

3 SUMI

Student Upward Mobility Initiative

studentupwardmobility.urban.org

Applying the Education-to-Workforce Framework through Continuous Improvement

TNTP

November 17, 2026

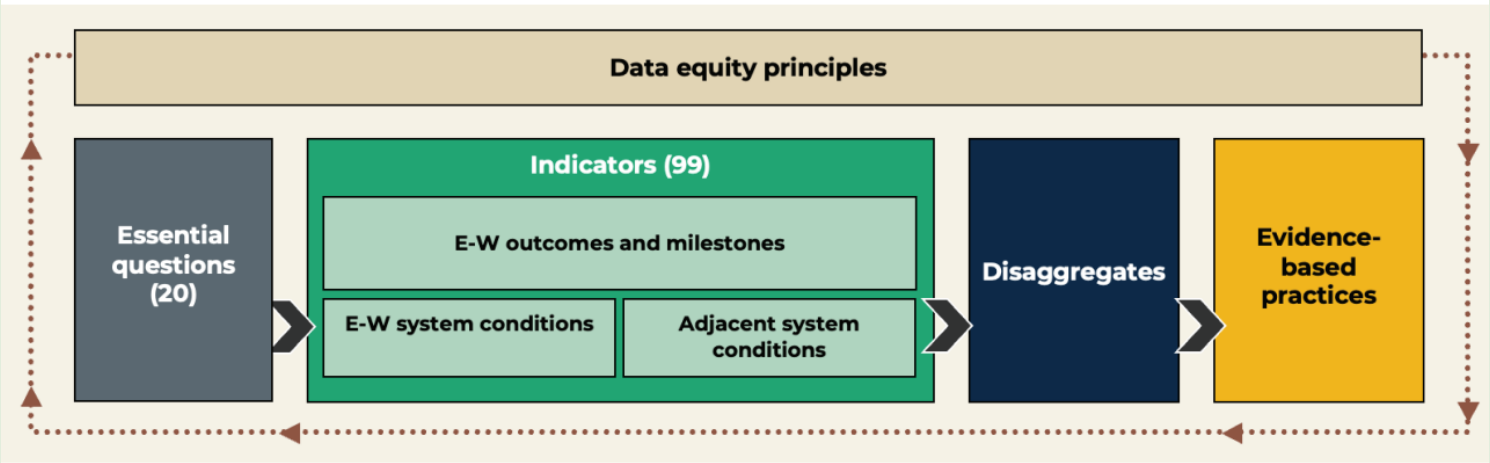
Continuous Improvement is the process

Identify: What problem are we trying to solve, and what are the factors that are influencing it?

Plan: What changes might we introduce and why?

Evaluate: How will we know if the change is an improvement, to help us refine and revise?

The E-W Framework guides the design



The SLDS informs the work

SLDS

TNTP

Arkansas & Tennessee: Essential Question 15

Learn more about the work in Arkansas and Tennessee:

Are there **quality pathways** for students who pursue career training that lead to employment in **quality jobs**?

Probing Questions

Define "quality"

- How do community members and workforce organizations define a "quality job" (wages, benefits, advancement)?
- How well do current CTE pathways align with local workforce needs?

Spot the gaps

- How do participation and job-placement rates vary by where students live, and by race and ethnicity, disability, income, and gender?

System conditions

- What opportunities exist to expand partnerships between education providers and employers?
- How do policies, school practices, and conditions (CTE funding, access to in-demand programs) help or hinder access?

Move to action

- How might we improve access for all students? What policies or conditions could change, and who needs to be involved?

TNTP

Nebraska: Essential Question 11

Are students demonstrating satisfactory **academic progress, consistent attendance**, and **positive behavior** to be considered **on track for high school graduation**?

Learn more about the work in Nebraska:

Probing Questions

Define "on track"

- How do students and families define being "on track"? How do districts and schools define and measure it?
- How well do current measures align with families' views, and with research on the best predictive indicators?

Spot the gaps

- How do academic performance, attendance, and discipline in grades 8 and 9 vary by where students live, and by race and ethnicity, gender, and family income?

System conditions

- How do school policies and practices help or hinder success? What other factors (family engagement, out-of-school programs, technology access) contribute, and how do they vary across schools and districts?

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Key Takeaways

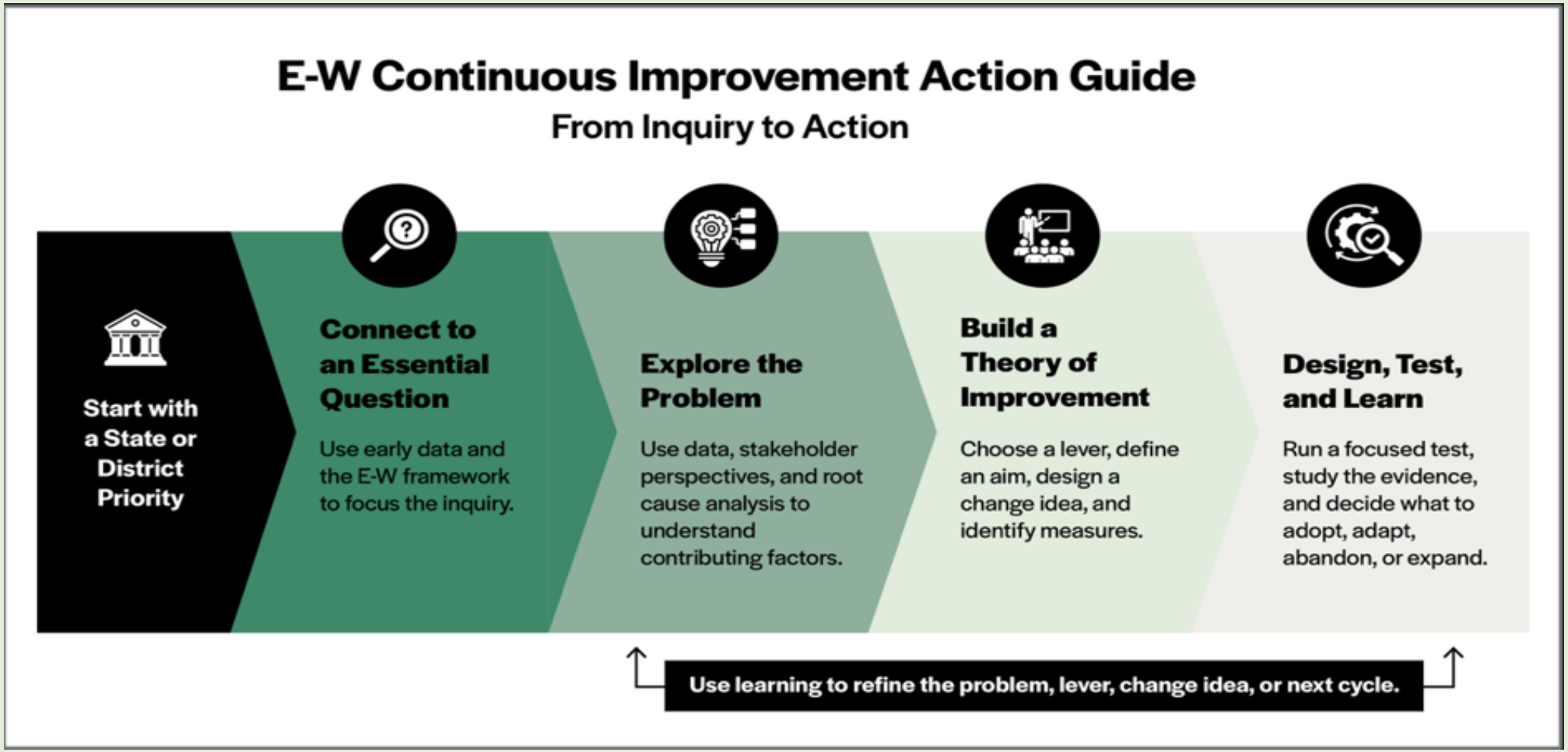
- The E-W Framework is a strong foundation.
- Essential questions sparked a different kind of data-informed discussion.
- Continuous Improvement tools and process support applying the Framework.
- It is important to build capacity to measure leading and lagging indicators early.

Read *From Data to Action*:

https://tntp.org/publication/from-data-to-action/

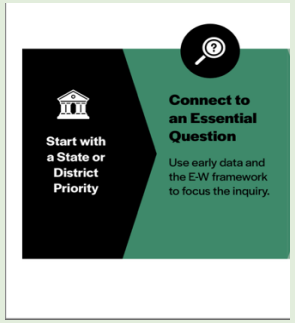
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Based on our experience and learning, we built the E-W Framework Action Guide around a 4-step process.



TNTP

1 Connect to an Essential Question

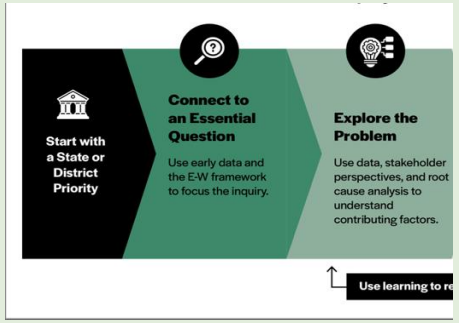


The E-W Framework pushes teams to step back from individual data points and ask a bigger question: **What does this data tell us about where students are headed?**

- Connect a current strategic priority to an essential question that resonates for their context.
- Identify the types of data they have that connects to that Essential Question
- Explore emerging trends based on the currently available data, and identify what additional data are needed

Teams had experience looking at a data point and reacting to that data through a deficit lens. Introducing the Essential Question pushed teams to see that data through the lens of the student experience.

2 Explore the Problem

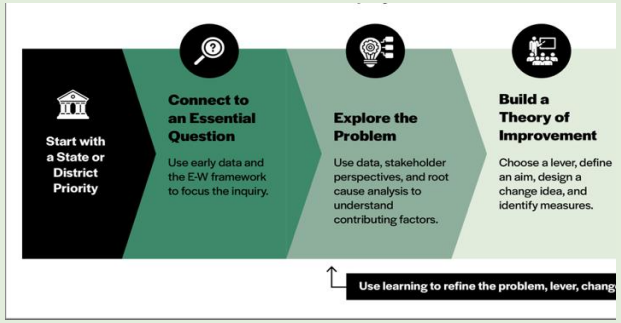


Once teams have identified the problem area to explore, the next step is to explore the myriad factors that are influencing this problem, **ensuring that the improvement efforts are targeting a root cause**.

- Expand the data set to include quantitative and qualitative data across the Indicators and System Conditions to more deeply understand the problem
- Move from a problem area to a specific problem statement
- Engage in a root cause analysis to determine the key system conditions impacting the problem.

Teams deeply appreciated the activity of conducting a Root Cause Analysis; this exercise allowed teams to identify all the causes, and then name what is within their locus of control.

3 Build a Theory of Improvement



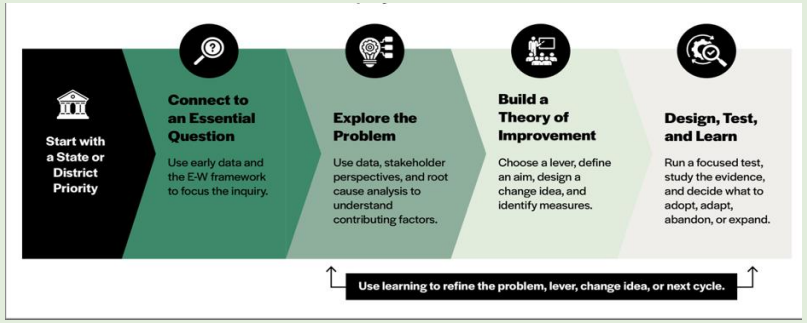
A theory of improvement creates the bridge between understanding the problem and testing a change idea. This is where the team **moves from problem exploration into improvement design**.

- Based on the root cause analysis, identify a place in the system to focus improvement efforts.
- Consider the research, promising practices, and what you know about *your* problem in *your* context.
- Design a change idea that is potentially high impact, low lift, and testable.
- Draft a Theory of Improvement that includes a measurement plan.



Throughout the Action Guide we provided "scripts" to support teams to check their work throughout the process.

4 Design, Test, and Learn from an Improvement Cycle



Improvement cycles are the way that teams will implement their change idea in a systematic way, including built in time for **data-informed reflection and refinement**.

- Design the improvement cycle implementation plan
- Build out the systems and routines to bring the team back together for ongoing reflection after each cycle
- Define the team and process to come back together quarterly/biannually to reflect on the leading indicators/measures of progress for the driver

We tested **[change idea]** with **[population/context]** during **[timeframe]**. We learned **[key learning]** based on **[data/evidence]**. Our next decision is to **[adopt/adapt/abandon/expand]** because **[rationale]**.

Education to Workforce Framework Action Guide

Download the Action Guide:

- **Action Guide**
- **Participant Workbook**
- **Slide modules**
- **Protocols & templates**

Q&A

Submit your questions using the Zoom Q&A feature!

Interested in using the E-W Framework?

Want to connect with the framework team or a specific presenter?

Reach out at EWFramework@mathematica-mpr.com or use our Contact Us form.

If interested in connecting with a specific presenter, please note this in your outreach.

Contact Us

Interested in receiving the most current news from the E-W Framework ecosystem?

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