

**EPP Teacher Education Employment Verification
2022-2025 Completers**

To ensure accurate reporting of graduate employment outcomes, the EPP developed an employment verification protocol in Fall 2025 to verify completers’ employment within six months after graduation and will continue to monitor employment for each completer for up to three years post-graduation. Employment outcomes will be reported semiannually at the end of the fall and spring semesters.

The EPP verifies whether a graduate is: employed in a P–12 position for which they were prepared (for example, classroom teacher, specialist, or administrator); still seeking a teaching position; working in education but not as a classroom teacher; or working in a non-education field. Each report will include the verification date(s) and will present both raw counts and percentages disaggregated by cohort year, and by program traditional undergraduate (TRAD) or post-baccalaureate alternative (ALT). Verification methods include direct alumni contact (email, phone, text) and publicly available professional profiles (e.g., LinkedIn).

Completer Year	2024-2025			2023-2024			2022-2023		
	All Initial N= 85	TRAD n= 38	ALT n= 47	All Initial N= 92	TRAD n= 35	ALT n= 57	All Initial N= 131	TRAD n= 43	ALT n= 88
Employed in K-12 as a teacher	72.94%	78.95%	68.09%	75.00%	80.00%	71.93%	72.52%	86.05%	65.91%
Currently seeking a teaching position	3.53%	7.89%	0.00%	3.26%	5.71%	1.75%	1.53%	0.00%	2.27%
Working in education, but not as a teacher	8.24%	2.63%	12.77%	4.35%	2.86%	7.02%	7.63%	2.33%	10.23%
Working in a non-education field	3.53%	5.26%	2.13%	3.26%	0.00%	5.26%	5.34%	4.65%	5.68%
No response/ employment not verified	10.59%	2.63%	17.02%	14.13%	11.43%	14.04%	12.98%	6.98%	15.91%

Employment Verification as of: December 2025

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Analysis:

- Across the three most recent completers cohorts (2022–23 through 2024–25), approximately 72–75% of completers were verified as employed in K–12 classroom positions as of December 2025 (2024–25: 72.94%; 2023–24: 75.00%; 2022–23: 72.52%).
- Traditional (TRAD) completers consistently show higher verified employment as a classroom teacher than Alternative (ALT) completers:
 - 2024–25: TRAD 78.95% vs ALT 68.09%
 - 2023–24: TRAD 80.00% vs ALT 71.93%
 - 2022–23: TRAD 86.05% vs ALT 65.91%
 - Range across cohorts: TRAD \approx 79–86%; ALT \approx 66–72%.
- ALT completers are more likely than TRAD completers to be working in education but not as classroom teachers (2024–25: ALT 12.77% vs TRAD 2.63%; similar patterns in prior years).
- ALT completers were more likely than TRAD completers to provide no response, or employment could not be verified for first year completers.
- First-year completers (2024-2025) had an overall no-response/unverified rate of 10.6%, with more ALT completers (17.0%) than TRAD completers (2.6%). 2023-2024 completers, two years post-graduation, had a higher no-response/unverified employment rate of 14.13%, with more 14.04% of ALT completers and 11.43% of the TRAD completers. The 2022-2023 ALT completers, three years post-graduation, had the highest no-response/unverified employment rate of 15.91% while only 6.98% of the 2022-2023 TRAD completers within unverified employment.

Interpretation:

- Alumni who completed the alternative teacher education program are less likely than traditional undergraduates' alumni to be employed as classroom teachers. Traditional program completers that completed the program in the past three years, 2022-2025, show higher verified classroom placement than alternative route completers to be currently employed as a classroom teacher (TRAD range \approx 79–86%; ALT range \approx 66–72%).
- Across the three most recent completers' cohorts (2022–23 through 2024–25), approximately 73–75% of completers were verified as employed in K–12 classroom positions.

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- Few completers reported actively seeking a teaching position as of December 2025 ($\approx 1.5\text{--}3.5\%$), and working outside education was uncommon ($\approx 3\text{--}5\%$).
- ALT completers were more likely than TRAD completers to provide no response or have employment that could not be verified among first-year completers. The pattern of higher no-response/unverified rates for ALT completers is consistent across cohorts and may lead to underestimates of ALT verified in-field employment.

Conclusions and Next Steps:

- The EPP will continue efforts to improve verification rates, prioritizing ALT completers.
- Disaggregate employment verification tracking by licensure area and position type to understand where ALT completers are working in positions other than classroom teachers.