



Office of Education Through Employment Pathways  
Public Stakeholder Advisory Board Meeting Minutes

The third meeting for the Office of Education Through Employment Pathways (ETEP) Public Stakeholder Advisory Board was held on Thursday, March 19th at 6:00 pm virtually.

- I. The following ETEP staff were present:
  - Executive Director, Monica Dodge
  - Policy and Engagement Specialist, Jade Chandler
  - IT Director, Seth Shapiro
- II. Supporting staff from the EmpowerK12 team were also present:
  - Josh Boots
  - Jesika Currie
  - Amelia Hogan
- III. The following Public Stakeholder Advisory Board Members were in attendance:
  - Dr. Christina Sessoms
  - Rachael Brown
  - Julie Johnson
  - Marion Babcock
  - Simone Scott
  - Patricia Williams
  - Stephanie Gardner
  - Dr. Antoine Kirby
  - Chelsea Coffin
  - Jon Alfuth
  - Tory Hayslett
  - Karen Gilmore
  - Bill Tucker
  - Bill Debaun
  - Michael Richardson
- IV. Welcome and Introductions
  - Director Dodge welcomed the group and had the remainder of the ETEP team introduce themselves. Partners from EmpowerK12 who will be collaborating with ETEP to produce LEA and school-level dashboards, also introduced themselves to the group.
  - Jade opened up the discussion to returning and new board members.
- V. ETEP Office and Public Stakeholder Advisory Board Overview
  - Jade walked the group through the background and purpose for the Office and board, noting the importance of keeping community needs at the core of this work and equipping schools, community members, and policymakers with the information they need to support DC residents along their career journeys.
  - Jade then shifted to provide an overview of Office goals for FY26, research projects that have been published since the board's last meeting, and the

citywide dashboards that the board provided feedback about during the last meeting.

- The group then transitioned to pause and reflect on how they each define the meaning of success after high school. The group's responses revealed the following themes:
  - i. Being financially stable or on a career pathway that clearly leads to long-term financial stability
  - ii. Having a positive sense of well-being and personal happiness
  - iii. A strong sense of agency over what career pathway to choose and how it aligns with their interests
  - iv. Having a sense of clarity regarding what level of education or skills to acquire to pursue a fulfilling career path

#### VI. Dashboard Overview and Discussion

- i. EmpowerK12 Director, Josh Boots, led the discussion regarding the development of ETEP's new LEA and school-level dashboards that will be released for the public in 2027.
- ii. These dashboards will highlight trends across postsecondary pathways, demographics, geography, and time to expose bright spot schools with exceptional outcomes to pay attention to and learn from.
- iii. These dashboards will not be used to promote accountability like the OSSE School Report Card or PCSB ASPIRE framework.

#### VII. Small Group Discussion

- The group was divided into 3 groups to unpack the following questions:
  - i. Q1: Where do you currently go to get information about young people's pathways after high school at the LEA or school level?
  - ii. Q2: What education or job information would feel most meaningful or reassuring to see?
  - iii. Q3: How do you envision caregivers/community partners using a data resource that looks like outcomes at the LEA/school level versus citywide?
  - iv. Q4: What data context or examples would help users responsibly interpret the data?
- Across all groups, board members mentioned referencing anecdotal information along with the following sources to learn about young people's pathways after high school:
  - i. National data sources
  - ii. DC Policy Center
  - iii. OSSE School Report Card
  - iv. NSC Student Tracker
  - v. Workforce Lifelong development data on CTE outcomes
  - vi. Workforce training program data
- Board members shared that the following education and job information would be most meaningful:

- i. The types of industries alumni are going into and whether they are growing within those industries.
    - ii. Which employers are hiring local talent across marginalized groups
    - iii. Information about how scholarships are helping alumni
    - iv. Understanding persistence across pathways and how this information can allow counselors to better support students
    - v. Salary across education levels
  - The group expressed that caregivers and community partners might use data dashboards in the following ways:
    - i. Community partners would be able to leverage data to highlight evidence-based outcomes and advocate for partnerships with employers and expanding quality programming.
    - ii. Parents could reference data to support youth in their lives with long-term planning.
    - iii. Providers might provide targeted support for youth and schools struggling the most.
  - To ensure audiences can responsibly interpret data, board members shared that it will be important to make the following things clear:
    - i. Whether a student attended a certain high school for the full four years before graduating
    - ii. Understanding high school outcomes compared to national context
    - iii. Sharing narrative alongside outcomes to guide understanding
- VIII. Closing and next steps
- Director Dodge closed the conversation out, encouraging members to spread awareness about insights they believe families would find helpful and thanking them for their commitment to either continue being part of the board or join this space.