

# *Office of Education Through Employment Pathways*

## Public Stakeholder Advisory Board Meeting

May 9, 2024



## Agenda and goals

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### Goals for today's meeting:

- I. Introduce the Education Through Employment Pathways (ETEP) work
- II. Gather feedback regarding research priorities for the Education Through Employment Data System and approaches toward engagement

### Agenda:

- I. Introduce the role and responsibilities of the Public Stakeholder Advisory Board
- II. Office of Education Through Employment Pathways background
- III. Discussion of the research agenda, and system mission and vision
- IV. Discussion of community engagement approaches and next steps

# Member Introductions

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Name

Share 1 - 2 sentences about why you decided to be part of this group.

### Slide 3

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I would do name, and 1-2 sentences about why you decided to be a part of this group and what perspective you bring to the work

Dodge, Monica (EOM), 2024-05-06T15:36:29.892

## Public Stakeholder Advisory Board

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**The Education Through Employment Data System Public Stakeholder Advisory Board was established in Mayor's Order 2024-036.**

The Public Stakeholder Advisory Board is charged with coordinating with the Office of Education Through Employment Pathways (ETEP) to:

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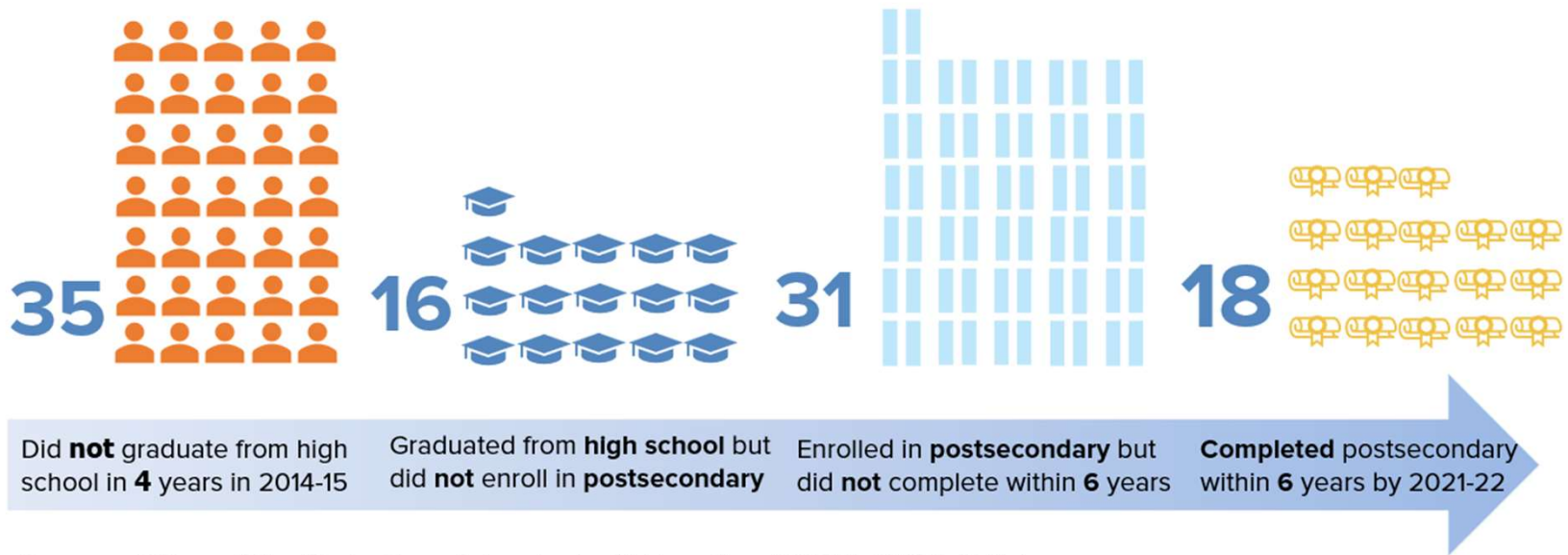
Represent the greater DC community voice by ensuring the priorities and values of DC students and families are reflected in this work.

2

Share feedback on public materials and community outreach to ensure this work is accessible to DC residents and useful for helping them achieve their goals.

# The Challenge

Out of every **100** students in D.C.'s 2011-12 ninth grade cohort...



**Source:** Office of the State Superintendent of Education (OSSE). 2023. "High school & college milestones: A cohort-based illustration of DC's trends." Retrieved from: <https://osse.dc.gov/publication/dc-trends-2011-12-cohort-high-school-and-college-milestones>



## DC youth and adults are not well-prepared enough for success in DC's economy.

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The majority of DC's public school alumni (80%) **do not complete a postsecondary degree** within six years of graduating high school.



High school graduates who do stay in the city as young adults earn about **half the income** of their peers who moved out of the city.



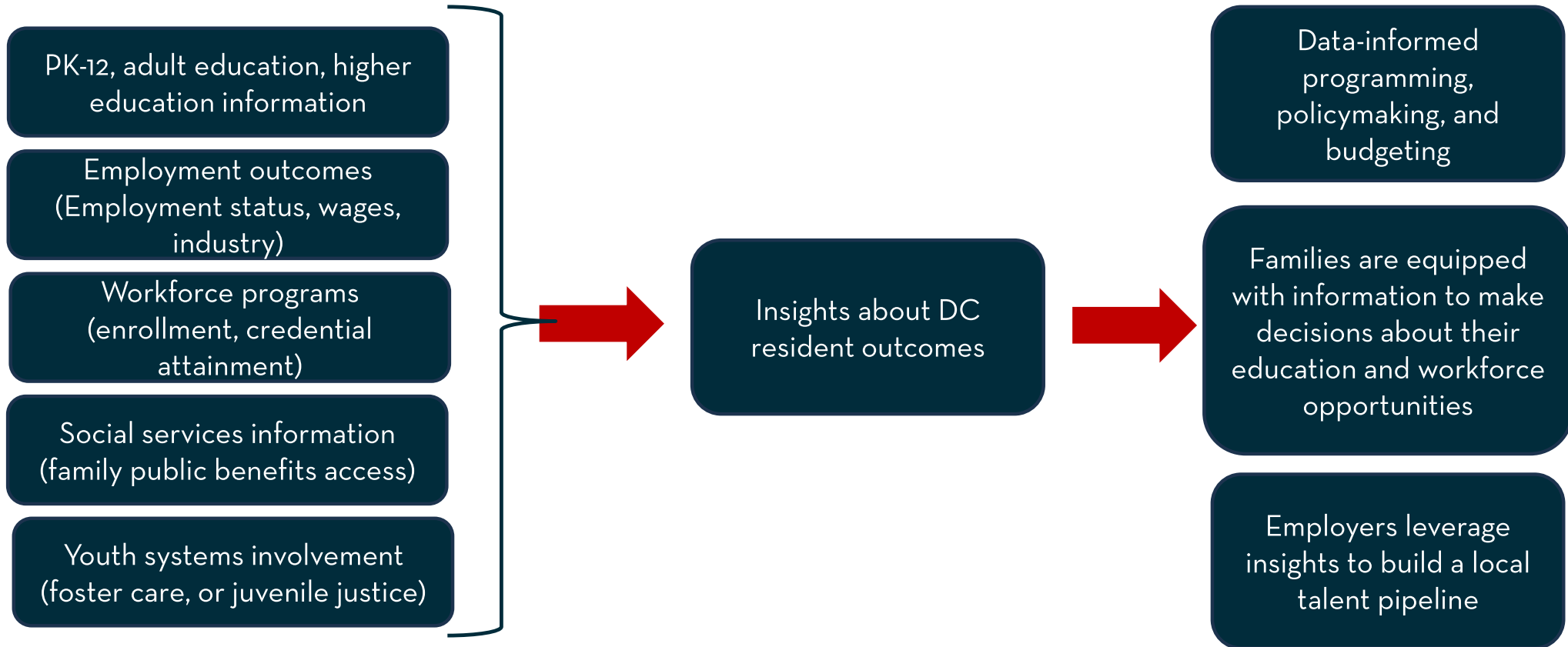
Of the ten most commonly held occupations for youth born in DC, only **four** meet the criteria associated with a **Good Job**.



The **wealth gap** between Black and White families in the District is the **highest in the country**, and DC has the **highest Black-White unemployment rate gap** in the country.

## This work will develop actionable insights to improve outcomes for DC residents.

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## What is the vision for this work?

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**DC agencies and policymakers** have the information necessary to make **data-driven decisions about investments that put DC residents on a path to economic mobility** across Pre-K–12 through higher education, workforce training, and employment.



**DC youth, families, and adults** are **empowered with information to make decisions about their path** through the public education and workforce systems and to identify the best fit **opportunities to achieve their personal and professional goals**.



**DC employers build a local talent pipeline** by applying insights from the Education through Employment Data System to **inform talent recruitment and retention efforts**.

## This effort aims to center racial equity and center community voice and priorities.

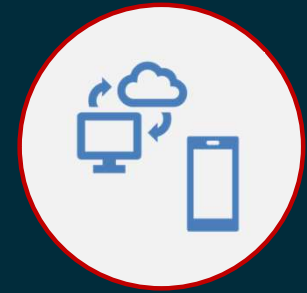
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We are centering community voices through the launch of a Public Stakeholder Advisory Board, and a period of public engagement on priorities starting in May 2024.



This work will focus on disaggregated data and apply insights toward addressing disparate academic outcomes, employment outcomes, and income gaps in alignment with the priorities of the Office of Racial Equity.



Mathematica recently published a case study of DC's work noting that "the District is positioned to be a leader in applying a data equity approach."



## These states have produced actionable insights that inform policy and practice.

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Workforce outcomes for non-college going students



Workforce outcomes for apprenticeship and training program completers



State-wide future skills report



Predictors of college and career success among Baltimore City Schools graduates



Student outcomes including college enrollment and success, loans, and wages

## Timeline

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May - June 2024

- Public feedback period on research priorities + mission/vision

Summer 2024

- Revisions based on public feedback

## Our research priorities are intended to assist students, families, policymakers and community partners with making critical decisions about their future career goals.

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STUDENTS/FAMILIES



POLICYMAKERS/  
PROGRAM LEADERS



COMMUNITY PARTNERS

*Which college and career programs will set me up to land a high-paying full-time job? How do I participate?*

*Which programs are most likely to help me transition to a new career path with opportunities for economic mobility?*

*To what extent do high school CTE, postsecondary or occupational skills program graduates enter the fields they study?*

*What are the secondary, postsecondary and employment outcomes for DC students and families who receive public benefits? How do these outcomes compare to those who are eligible, but do not access public benefits?*

*To what extent are individuals served by DC's education and workforce systems employed in family-sustaining careers in DC or elsewhere?*

*What are the education and workforce outcomes for systems-involved youth (DYRS, foster care youth)?*

## We will also focus on disaggregating information by priority populations and criteria.

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### General

- Race and ethnicity
- Gender
- Geography - e.g., Ward or neighborhood
- Individuals with disabilities
- Age
- Youth committed to DYRS
- Youth in the care of the foster system
- Families receiving public benefits

### Higher education

- Pell-eligible students
- Transfer college students
- Students who received a non-traditional high school degree (GED, etc)
- Full time vs. part-time status

### Pre-K-12, adult and alternative education

- Students designated “at-risk”
- Sector, LEA or school
- English language learner status
- ELA and Math DC CAPE/PARCC scores
- DC high school non-completers, and those who graduate through a non-traditional diploma or program
- Student attendance

## Reviewing Our Research Priorities

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To determine how to prioritize the characteristics and research priorities we've outlined please follow the steps below:

- *Place a green dot on the poster next to questions you deem the most critical to prioritize.*
- *Place a yellow dot on the poster next to questions you think should be deprioritized for consideration in the mid to long-term.*
- *If you would like to make edits to a question, please add your edits on a post-it. You can also +1 or add responses to other comments.*
- *If you believe an area of focus and/or question is missing, please write it on a post-it.*

The prioritization level we assign to each research question will be used to flag which questions are most important for us to address through this work. This will also be used to inform the scope of data points or indicators that are most critical for this project, point us to where there are potential data gaps, and shape the approach to establishing our data governance framework.

## **We will rely on various approaches to introduce the public to this work and learn about what information community members would find most useful to pursue their personal and career goals.**

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Some of the approaches we intend to use to reach DC residents include:

- Connecting with community partners who community members trust and engage with everyday.
- Developing and sharing materials that provide an overview of this work – one-pagers, PowerPoints, infographics, surveys, etc.
- Promoting this work through newsletters and communications platforms organizations use to reach DC residents.
- Promoting events and new materials through Twitter/X
- Hosting events such as data walks, focus groups, presentations, town halls, and webinars



*Which of these type of approaches to reach families do you believe would be most effective? Are there other options missing?*



*Considering the organizations and community partners you engage with, who would you suggest we connect with to expand our reach and make sure opportunities to engage are accessible?*

## Closing and next steps

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We will synthesize the feedback this group shared today to refine our approach to community engagement events and incorporate edits to our research priorities.

To ensure we record feedback from residents, we intend to distribute a survey at each of our upcoming events. **Please look out for an upcoming email from us where we will request your feedback by COB Friday, May 17<sup>th</sup>.** Your input will be used to ensure the survey is accessible to DC residents and lends itself to collecting meaningful input on ETE's mission, vision, and research priorities.

Our next discussion will take place in the fall. We will reach out to all of you to gather availability and share the invitation for our next meeting in advance.

If you represent a group we should partner with for feedback, let us know! Please feel free to share any additional questions, flags, or suggestions as well.

# APPENDIX

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## What is the future vision for the office?

### FY24-FY25

Develop system priorities

Launch Education Through Employment Data System with government agencies granted initial access to inform program development and policymaking

Publish initial research insights

### FY26-27

Launch public-facing information for families, partners, and employers

Integrate additional data sources to potentially include interstate data, additional social services and workforce data

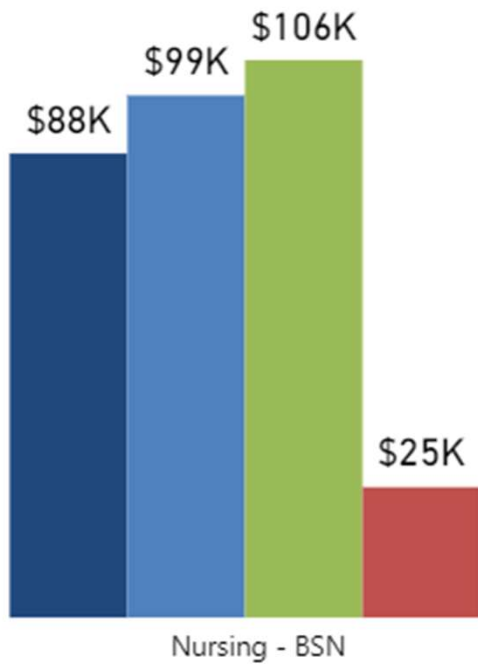
### FY27 and beyond

Agencies and policymakers expand their ability to make data-informed programming, policymaking, and budgeting decisions

Families are empowered to make informed decisions about their education and workforce opportunities

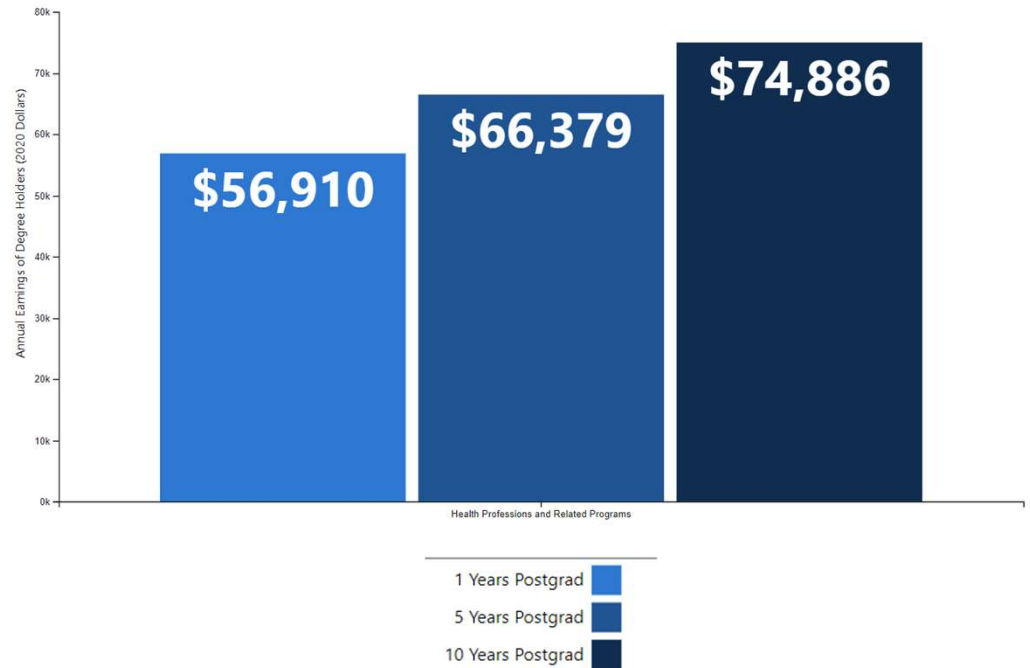
**By connecting education and workforce information, these states gain insight into the return on investment for education and workforce programs.**

**UT Arlington - Nursing BSN**



● 1st-Year Median ● 5th-Year Median ● 10th-Year Median ● Median Loan

**NoVa Community College - Health Professions and Related Programs**



■ 1 Years Postgrad  
 ■ 5 Years Postgrad  
 ■ 10 Years Postgrad

## Which agencies are engaged in this effort?

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### Education

- Office of the State Superintendent of Education (OSSE)
- DC Public Schools (DCPS)
- Public Charter School Board (PCSB)
- University of the District of Columbia (UDC)

### Workforce

- Department of Employment Services (DOES)
- Workforce Investment Council (WIC)

### Social Services and Justice

- Department of Human Services (DHS)
- Child and Family Services Agency (CFSA)
- Department of Youth Rehabilitation Services (DYRS)

### Key Partner Agencies

- Office of the Chief Technology Officer (OCTO)
- The Lab
- Office of Racial Equity (ORE)

## **A. What are the postsecondary and employment outcomes for residents served by DC's education and workforce systems?**

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1. Who has access to and is being reached by specialized college and career-oriented programs (e.g. Career and Technical Education, dual enrollment, work-based learning, etc)?
2. What are the postsecondary and employment outcomes for residents served by DC's education and workforce system, including:
  - Students who participate in specialized PK-12, adult, or alternative education program offerings (e.g., Career and Technical Education, dual enrollment, etc);
  - Students who participate in occupational skills training or adult education opportunities;
  - Students receiving credentials from UDC across degree and non-degree programs; and
  - Students who begin but do not complete a program.
3. Which postsecondary degree-granting programs, and workforce training programs are most associated with:
  - Full-time employment among graduates?
  - Highest salaries among graduates?
  - Economic mobility and wealth attainment among graduates?
4. To what extent do high school CTE, postsecondary or occupational skills program graduates enter the fields they study?

## **B. What are the secondary, postsecondary, and employment outcomes for DC families who receive case management and financial support on the path to stability and economic mobility?**

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5. Who has access to and is being reached by need-based financial aid, and college support programs?
6. What are the postsecondary and employment outcomes for DC students who participate in college need-based financial aid (including Pell), and college support programs?
7. What are the secondary, postsecondary and employment outcomes for DC students and families who receive public benefit support, and how do these outcomes compare to those for students who are eligible, but do not access public benefits?

## **C. What are the secondary, postsecondary, and employment outcomes for systems-involved youth?**

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8. What are the education and workforce outcomes for youth committed to DYRS after their commitment has ended? What are the education and workforce outcomes across programs for youth in the foster care system?
9. Who are the employers and industries that hire the highest proportion of youth that have been committed to DYRS? In the foster care system?