

ETEP

OFFICE OF EDUCATION THROUGH
EMPLOYMENT PATHWAYS

Public Stakeholder Advisory Board Meeting

August 5, 2025

Ice Breaker

Welcome back, everyone! In the chat, please reintroduce yourself to the group by sharing:

- Your name
- Which community you represent in this space (parent/caregiver, organization affiliation, ward you live in)
- What has been the highlight of your summer?

Agenda & Goals

Goals for today's meeting:

- I. Share findings from recent research projects
- II. Get board member feedback on future deliverables

Agenda:

- I. Updates on ETE Data System Development
- II. Data Dashboard Deep Dive
- III. DC Alumni Early Career Outcomes Survey Findings
- IV. FY26 Goals
- V. Shaping the Board Member Experience
- VI. Looking Ahead



ETE Data System Updates



We have made significant progress in obtaining the data to answer questions on our research agenda this fall.

The following data will be available in the fall 2025 system launch:

- Public PK-12 student and graduate data, Career and Technical Education data, National Student Clearinghouse data (Office of the State Superintendent of Education)
- Local public post-secondary data (University of the District of Columbia)
- Temporary Assistance for Needy Families (TANF) participants (Department of Human Services)
- Adult workforce programs and youth programs data (Department of Employment Services)
- Foster care program participants (Child and Family Services Agency)
- Local wage data (Department of Employment Services)

The following data will be available in future years:

- Justice-involved youth information (Department of Youth and Rehabilitation Services)
- Youth Services Division programming information - includes Alternative to the Court Experience diversion program (Department of Human Services)
- Additional student progress data including scholarship data (Office of the State Superintendent of Education)
- 0-3 subsidized childcare (Office of the State Superintendent of Education)

The data that will be available this fall allows us to answer questions on our research agenda in ways we have not been able to before.

K-12 and specialized programming

- What are the post-secondary and employment outcomes for K-12 students from 2016 to present? What LEAs or schools overperform compared to their peers?
- What are the post-secondary and employment outcomes for students who participate in CTE? How does this differ by dosage, program of study or demographics?

Adult education

- What are the labor market outcomes for adults who participate in publicly-funded adult education and workforce training programs? How does this differ by focus populations and by program?

Focus populations

- What are secondary, post-secondary and employment outcomes for youth involved in the child welfare system? How does this differ by placement type or length of involvement?
- What are the employment outcomes for adults enrolled in TANF? How does this differ by support offered?
- For families receiving TANF, what is the relationship, if any, between parent employment outcomes and student academic outcomes?

A powerful new regional collaboration will enhance our own exciting dataset.



ETEP has received a grant to collaborate with Maryland and Virginia partners on understanding regional education and employment outcomes.

- This grant will come from the Coleridge Institute and will leverage the Administrative Data Research Facility (ADRF), which is a FedRAMP-certified secure enclave.
- Key project question: “What are the secondary, post-secondary, and employment outcomes for students enrolled in DC, VA, and MD K-12 public schools?”
- Timeline:
 - 2026 - The first year will be dedicated to building out data sharing agreements and strategies for data linkage. We will work closely with agency partners in this process to permit the redisclosure.
 - 2027 - The second year will be dedicated to conducting analysis.



Data Dashboard Deep Dive



Public Dashboard Concepts

Concept 1:

Education and workforce program wage outcomes over time

Concept 2:

Top industries of employment by highest level of education groups

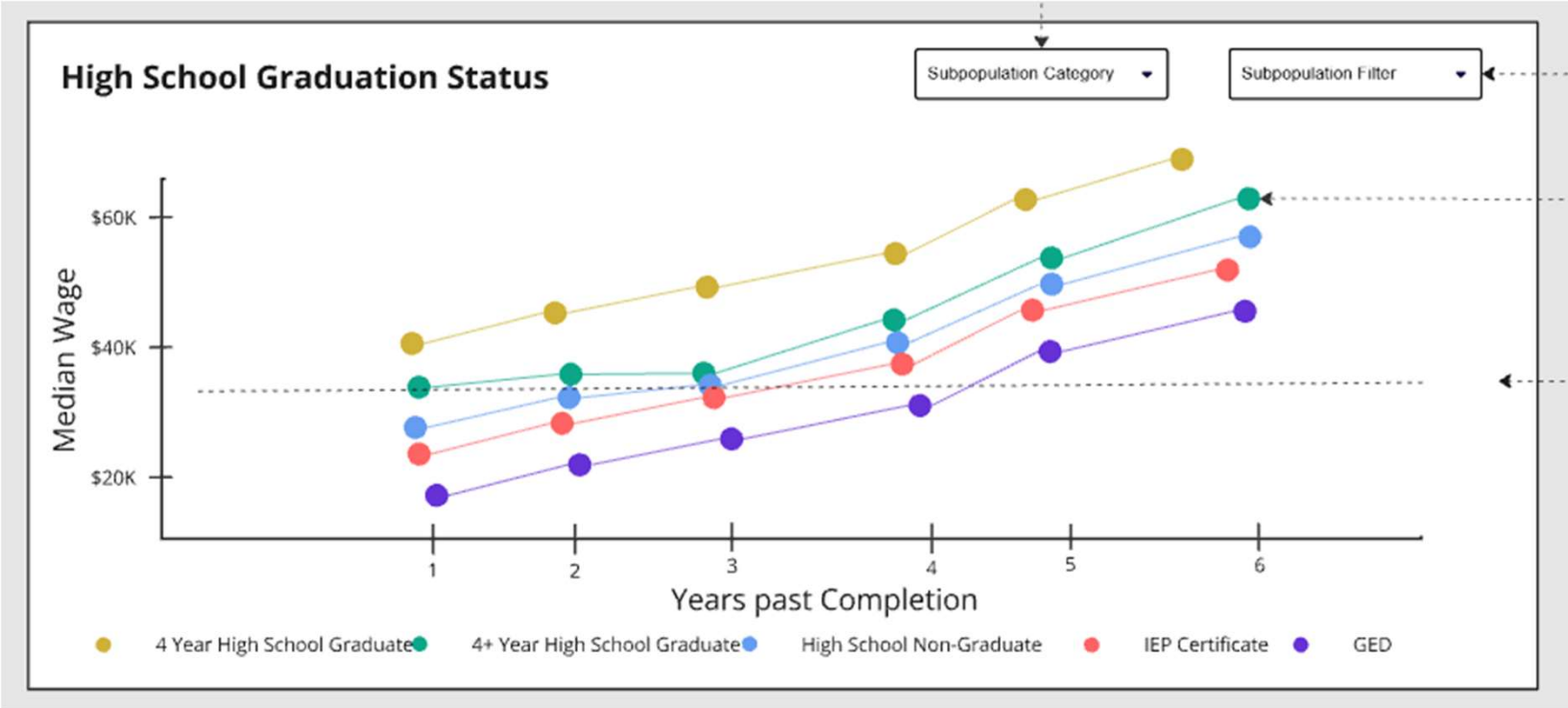
Concept 3:

Median wages by industry based on education level

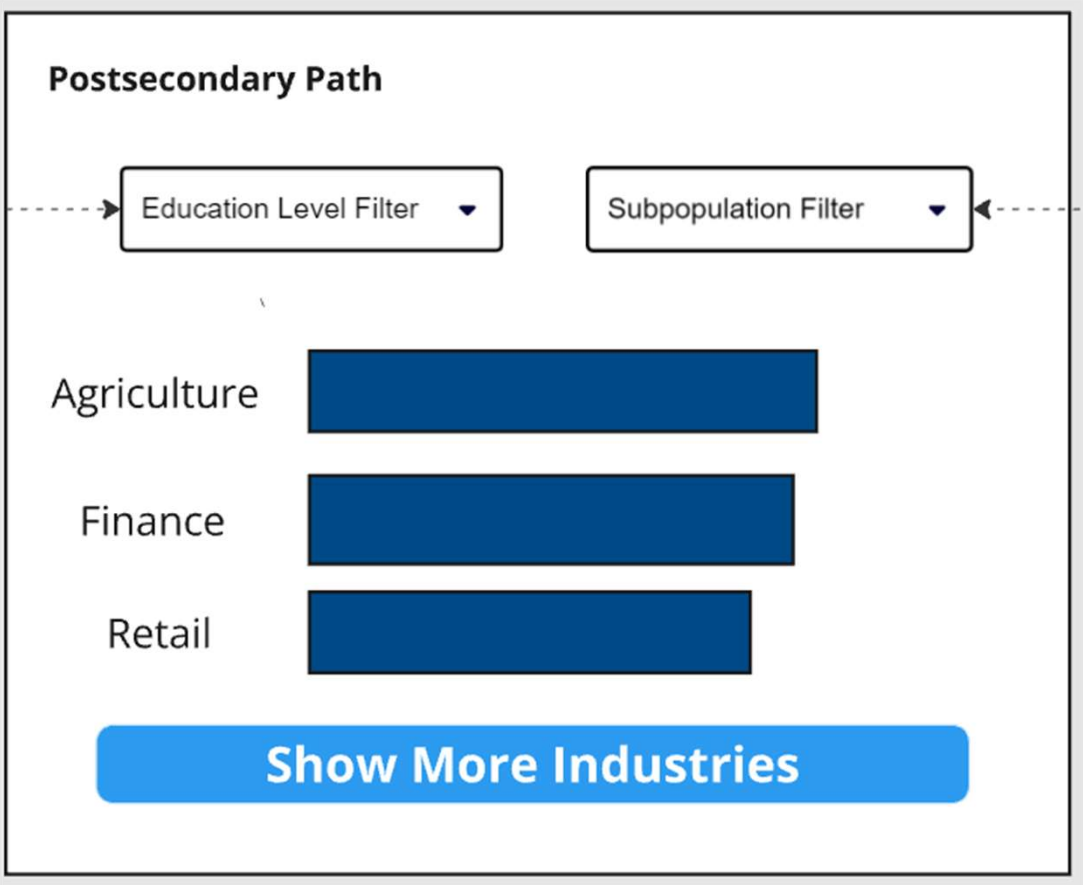
Concept 4:

Education and wage outcomes for youth in foster care

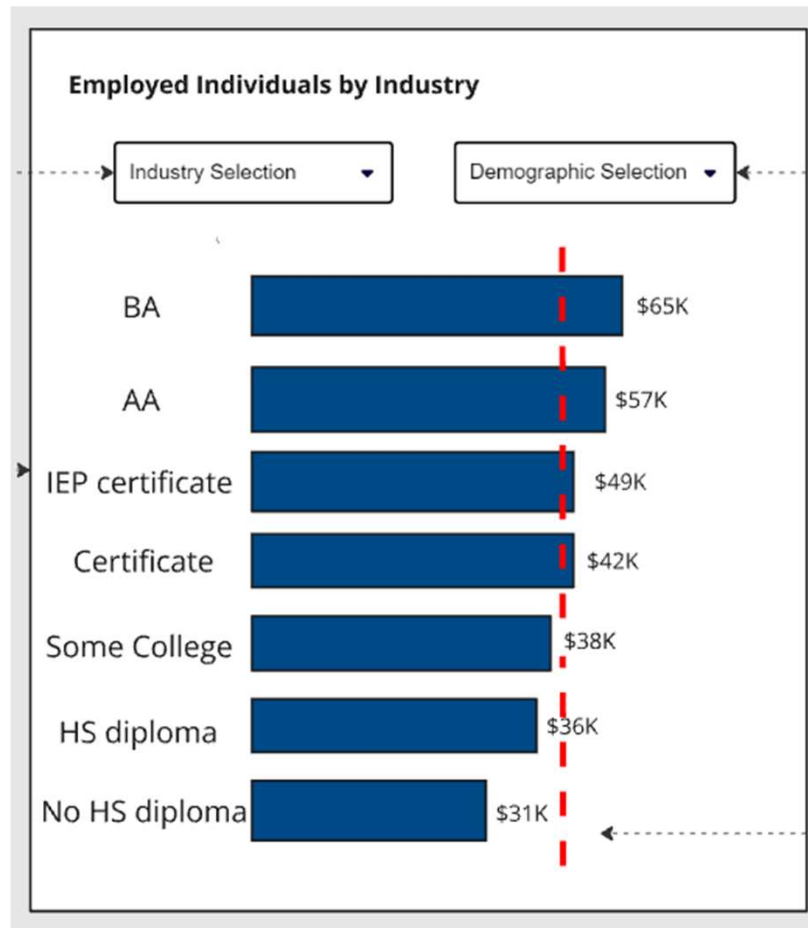
I want to understand...how much money students are making based on their high school graduation status.



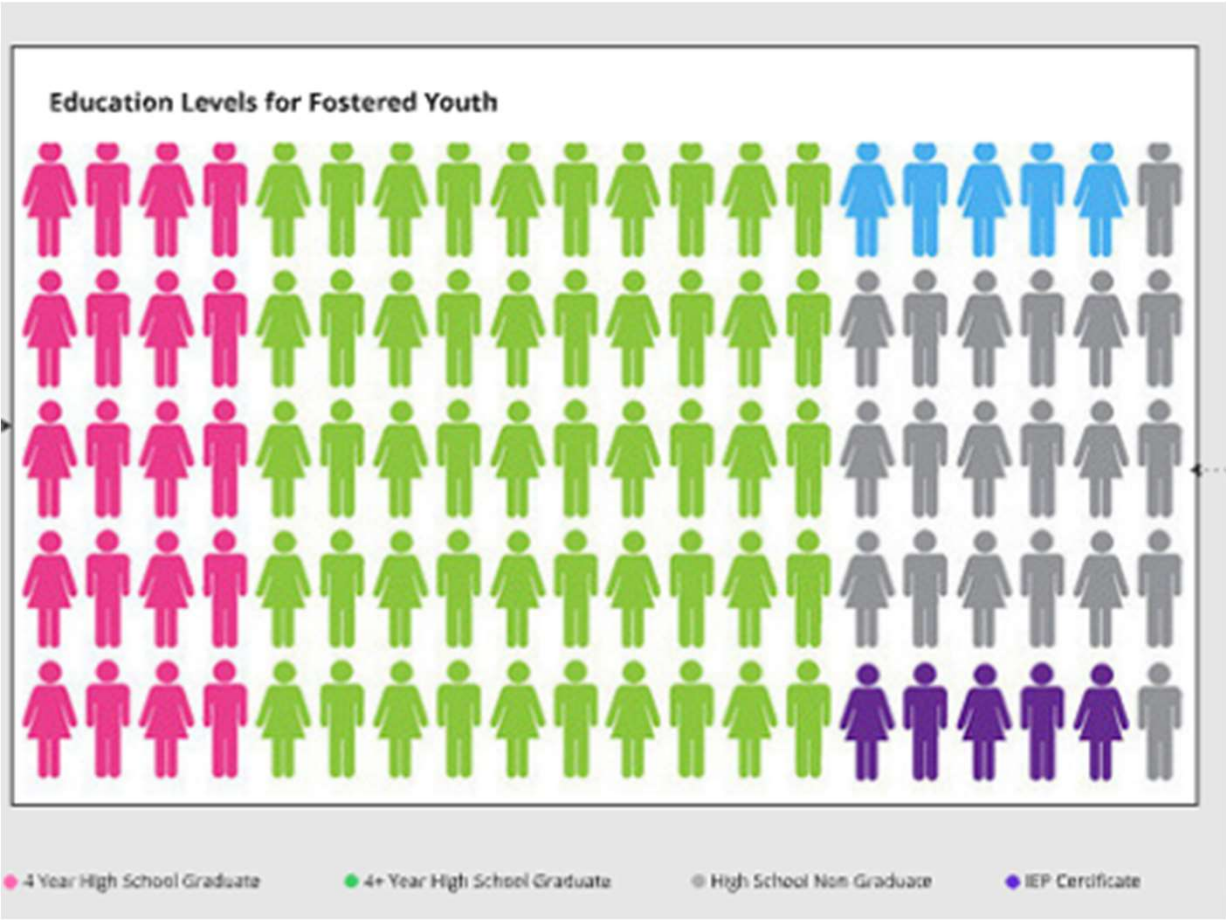
I want to understand... the top industries for students based on their educational background and demographics



I want to understand...how much money students are making based on education level, industry, and demographics



I want to understand... high school graduate outcomes and wages for fostered youth



Tooltip:

<Education Level Title>

% Distribution

Median Wage

Data Dashboard Deep Dive

Dashboards will also show outcomes for demographics, allowing users to select from the following options:

- Race
- Ethnicity
- Gender
- Students with disabilities
- English Learners
- Ward
- Fostered Youth



Are there other groups you would want to know more about?

Considering the groups you represent, would these dashboards be helpful to better understand how to support them?

DC Alumni Early Career Outcomes



DC Alumni Early Career Outcomes Survey Overview

To understand DC alumni experiences, ETEP conducted the Alumni Early Career Outcomes Survey, which asked questions about education, employment, and quality-of-life outcomes. This work is part of a national survey focused on alumni who graduated 5 - 7 years ago from the classes of 2017 - 2019.



Nearly 500 DC alumni **participated** through collaboration with schools, agencies, and community partners. Participants were also given a \$15 gift card incentive.



ETEP reached out to both DCPS and PCS alumni, but **DCPS alumni accounted for 82% of respondents.**



Although ~41% of the graduating classes of 2017 - 2019 pursued post-secondary degrees, **alumni who pursued a 2-year or 4-year degree accounted for 75% of respondents.**



Black, Hispanic, and Latino alumni were underrepresented, while **white alumni were overrepresented** among survey respondents.



We do not focus on employment rates in our findings. Since alumni were required to be employed to participate in the survey, we could not account for how many unemployed alumni there are in comparison.

Bachelor's degree holders consistently yield the strongest employment outcomes compared to their peers.



Alumni with their bachelor's degree earn the **highest median incomes at roughly \$60,000.**

65% of alumni with a bachelor's degree earn a living wage, compared to **29%** of alumni who completed career education or apprenticeships, and **17%** of alumni with their high school diploma.



73% of alumni with a bachelor's degree can predict their income for the next 3 months, significantly exceeding others, except for the **68%** of alumni who completed career education or apprenticeships.

Only **29%** of Black alumni reported feeling financially stable.



Alumni who stopped out before earning a degree face unique barriers.

Due to having **no post-secondary degree**, yet still **straddled with debt**, this group expressed feeling **less financially stable than alumni with only their high school diploma.**

Black alumni are not accessing the same opportunities as their peers after obtaining their bachelor's degree.



Despite having the highest rates of employment, only **43%** of Black alumni respondents with a BA earn a living wage.

74% of Hispanic/Latino alumni with their bachelor's report earning a living wage, while **86%** of white alumni earn a living wage.



Black, Hispanic, and Latino alumni with their bachelor's degree also were more likely to be employed in roles that don't require their level of education.

31% of Black alumni and **38%** of Hispanic/Latino alumni with their bachelor's were employed in roles not requiring their degree, compared to **13%** of white alumni.

*Note: As you interpret results, it is important to consider that the N size for Hispanic/Latino respondents is significantly smaller than the N size of Black and white respondents for the survey.

Financial considerations are a driving force for alumni who either do not pursue college or stop out before earning a college degree.



- For both those who go straight to work and those who stopped out of college, financial considerations were a driving factor in their decision.
- This included not receiving enough financial aid and needing to prioritize earning an income.
- Very few alumni across both groups indicated that they didn't see value in college.

For alumni who stopped out before earning a college degree, they face multiple barriers on the path to graduation.



In addition to program costs, the most common considerations that these alumni reported having the greatest influence over their decision to not continue their education included:

- Physical or mental health
- Family considerations
- Academic challenges

For alumni who enrolled in additional education post-high school, most selected an area of focus that aligned with their career goals.



- When asked about how they chose their program of study, respondents commonly cited selecting a program aligned with their desired career, or that offered the clearest and most secure pathway.
- A significant number of alumni also reported that whether the program of study aligned with their personal interests largely drove their decision.
- The largest percentage of alumni pursued STEM, with **39 percent of alumni reporting that they chose a STEM** post-secondary program of study.
- Many of these alumni went on to secure jobs in this field, with **23 percent reporting that they are employed in a role focused on technology, engineering, or science.**

Nearly half of alumni self-report as currently struggling in terms of their overall well-being.



Nearly half of alumni self-report as currently struggling.



Most respondents are more optimistic about their future well-being.



Traditional education and employment outcomes do not correlate with self-reported well-being.

Discussion






- Are any of these findings surprising? Why or why not?
- Based on findings, what actions do you believe we should be taking?
- Last year, we received feedback from this group about collecting more qualitative data, and we conducted this survey with that goal in mind.
 - How do you think this kind of information could be useful for families in the future?
 - What other types of information would be valuable?
- How would you recommend that we share this information with other community partners, students and families?



FY26 Goals



FY26 Goals

				
Launching the ETE Data System	Releasing our first public data dashboards highlighting post-secondary and employment outcomes	Initial work on next set of research projects and tools	Continue community engagement to share findings and gather input on priorities	Launch collaboration with Maryland and Virginia partners



Shaping the Board Member Experience



Public Stakeholder Advisory Board

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:

1

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.

Board Member Feedback

To ensure we provide a meaningful and productive experience for our board members, we asked about your experience thus far and what you would like to see moving forward. Key themes from feedback thus far are below:

Communications & Engagement

The group generally likes the way we engage, but some indicate a preference for in-person engagement and greater frequency.

Roles & Responsibilities

Most responses indicated a desire to revisit roles and ways we want board members to show support.

Responsiveness to Feedback

There was a clear consensus that our team takes the feedback from this group seriously and incorporates it into our work.

Suggestions & Strategies

Feedback focused on cultivating connections across the board, streamlining the ways we highlight upcoming work and events, and finding ways to highlight best practices we learn about through research.



What kinds of engagement do you find to be most effective? How often would be ideal?

What types of strategies do you think would strengthen connections among board members?

Based on your understanding of what it means to serve on this board, what types of tasks would you like to be engaging in?



Looking Ahead



Looking Ahead

- To ensure residents have access to findings from our research publications, we will share updates with this group and across our networks. **Please look out for updates from us with details on how to help spread the word.**
- We will reach out to all of you this fall to gather availability and share the invitation for our next meeting in advance.
- Let us know if you represent a group we should partner with for feedback! Please feel free to share any additional questions, flags, or suggestions as well.

Thank You!



Our work

Helps residents, educators, and community partners understand and use information about education and job training programs to find the best fit for the life goals of DC residents.



Supports employers to find local talent by providing information about training opportunities and results from education and job training systems.



Shares information with District leaders so they can create services and programs that meet the needs of residents and employers.



Which agencies are engaged in this effort?

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)