

Office of Education Through Employment Pathways

Public Stakeholder Advisory Board Meeting

October 9, 2024



FYI



**PLEASE NOTE THAT THIS MEETING WILL BE
RECORDED AND POSTED FOR PUBLIC
REFERENCE ON THE ETE WEBSITE AT
[DME.DC.GOV/ETEP](https://dme.dc.gov/etep)**

Agenda and goals

Goals for today's meeting:

- I. Ground the group in feedback shared across ETE community engagement sessions
- II. Gather feedback on framing of new research for a public audience

Agenda:

- I. Tracking our progress
- II. ETEP community engagement findings
- III. Current research deliverables in progress
- IV. Feedback on public resources
- V. Next steps

Member Introductions

Name

Share 1 - 2 sentences in the chat about a personal or professional highlight from this summer!

Progress since our last discussion

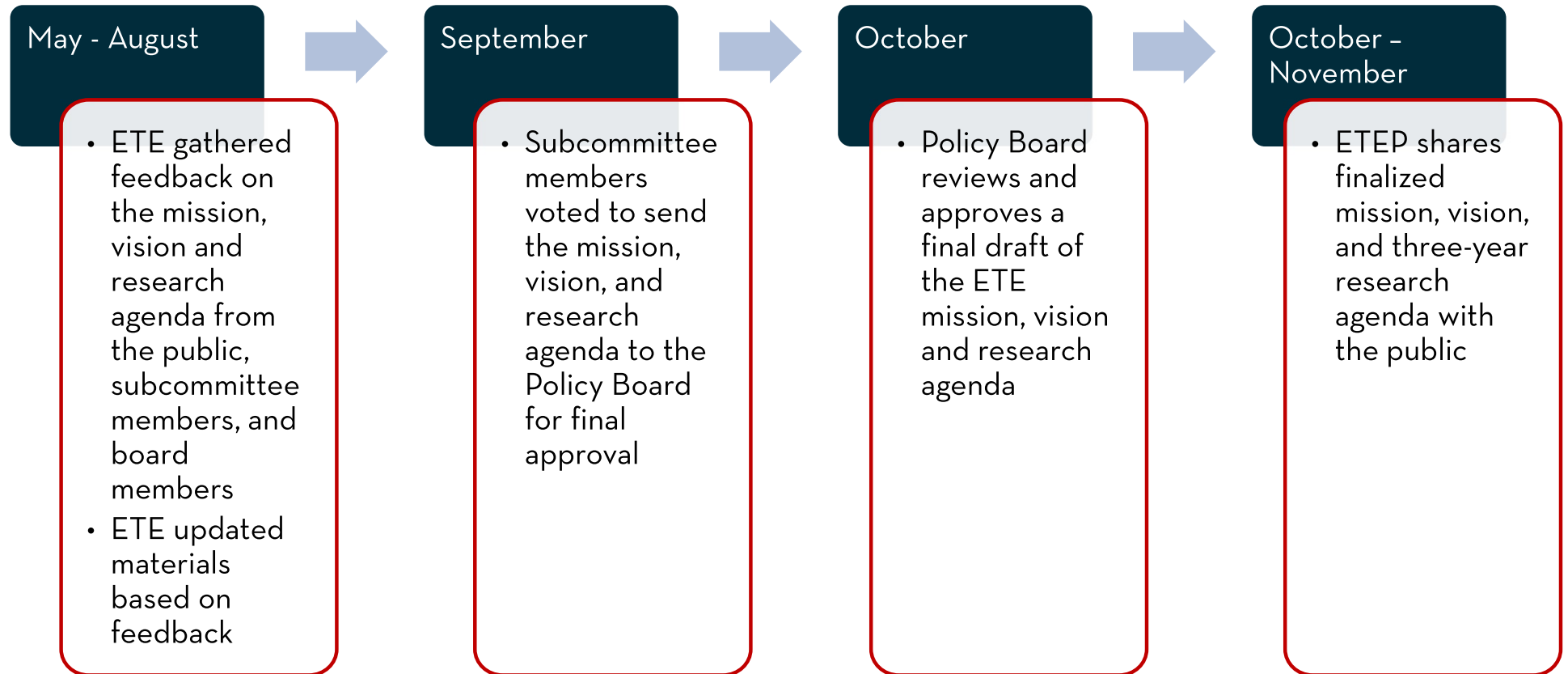
- ✓ Completed an extensive public engagement period, reaching 200+ community members
- ✓ Developed community engagement findings report
- ✓ We have brought on additional staff capacity – Seth Shapiro has joined our team as IT Director, focusing on managing the development of the Education Through Employment Data System!
- ✓ Updated our mission, vision, and research agenda based on public feedback
- ✓ Established our ETEP brand logo
- ✓ Developing research focused on DC alumni and UDC labor market insights

ETEP Branding

THANK YOU to all who provided input to help us develop our office's logo!



Finalizing our Mission, Vision and Research Agenda



Public Engagement

With the support of our community partners, we connected with over 200 students, families, educators, policymakers, and program leaders.



Methods of engagement

- 2 webinar events with mid-day and evening options, and 8 co-hosted virtual presentations
- 2 additional in-person engagement presentations
- Community Survey
 - 27 respondents rated the research agenda an average score of 4.25 out of 5 and the mission/vision a 4.1

Key Themes

- Overall, respondents were supportive of the questions and offered small suggestions on additional areas.
- Conversations largely focused in on how the information should be made accessible to the public and how they could use it in their decision making.

Public Engagement



YOUTH

Students were most **supportive of questions focused on income** - college major, workforce training program, industry credential or specialized programs.

To guide **current decisions**, students shared that they **pay attention to** the **adults** in their lives, **graduation rates, college enrollment** trends, and **suspension** rates.



FAMILIES

Families emphasized the importance of **access to programs** that help students **explore** their **interests** and gain skills that will prepare them for **emerging industries**.

Felt that questions were appropriately focused but need to be expanded to **explore readiness skills and holistic metrics** of success.



COMMUNITY PARTNERS

Suggested areas to explore in the **research agenda** - **job satisfaction, advancement rates, stability, and readiness**.

To effectively **direct students to multiple, viable pathways**, this group stressed the importance of **explicitly naming prioritized groups** in all documents.



SCHOOL STAFF

Supportive of **income-focused questions and emphasized the need for interactive tools** that help students understand which choices set them up to earn a living wage.

To reinforce critical information that shapes the life trajectory of students, this group raised ideas about **how this work can be leveraged** to advocate for **systems-level changes**.






EMPLOYERS

Most invested in questions around program **employment outcomes** and **graduates pursuing the career they studied** to **make decisions about program partnerships**.

Want to see **tools that draw a connection** between program offerings and **labor market demand**.

Edits Based on Feedback

 What we heard...	 How we are being responsive 
<p>Specific student groups consistently were raised as needing to be added to the high-priority populations.</p>	<p><i>Expanding high-priority populations</i></p>
<p>Information focused on income and employment rates as a measure of success only tells us part of the story.</p>	<p><i>Considering more holistic metrics of success beyond income through Alumni Early Career Outcomes Survey</i></p>
<p>How this work will be leveraged for accountability and which DC residents are prioritized isn't evident enough in the mission/vision language.</p>	<p><i>Underscoring who ETEP has in mind to drive equitable actions and close opportunity gaps</i></p>
<p>It is not clear how the questions connect with the focus populations (For ex. students with disabilities, individuals experiencing housing insecurity, or generations of families receiving public benefits).</p>	<p><i>Clarifying how high-priority populations will inform future analysis</i></p>

Action Based on Community Feedback

Early Career Outcomes Survey

Families and school staff expressed an interest in understanding more holistic measurements of student success and well-being, which may not appear in administrative data. To be responsive, we are:

- 1) Distributing a survey to alumni who graduated from DC public high schools 5-7 years ago
- 2) Looking at publishing results from a similar survey conducted by CityWorks DC that sheds light on these topics

The survey will help us to better understand:

- Post-high school employment, education and well-being
- What high school experiences were most impactful
- Student population vs. citywide results

Results from this work will be used to:

- Provide LEAs with information they need to adjust programming aligned to student needs
- Illuminate system gaps and inform investment planning with partners
- Offer context for quantitative data collected through the ETE Data System

Current Research In Progress

UDC Labor Market Alignment Analysis

We are partnering with UDC to conduct analysis focusing on:

- 1) which UDC programs can lead to high-paying occupations with strong labor market demand
- 2) which high-paying, high-demand occupations are associated with degrees not offered at UDC

Through this research, we have an opportunity to:

Align UDC programs with labor market demand



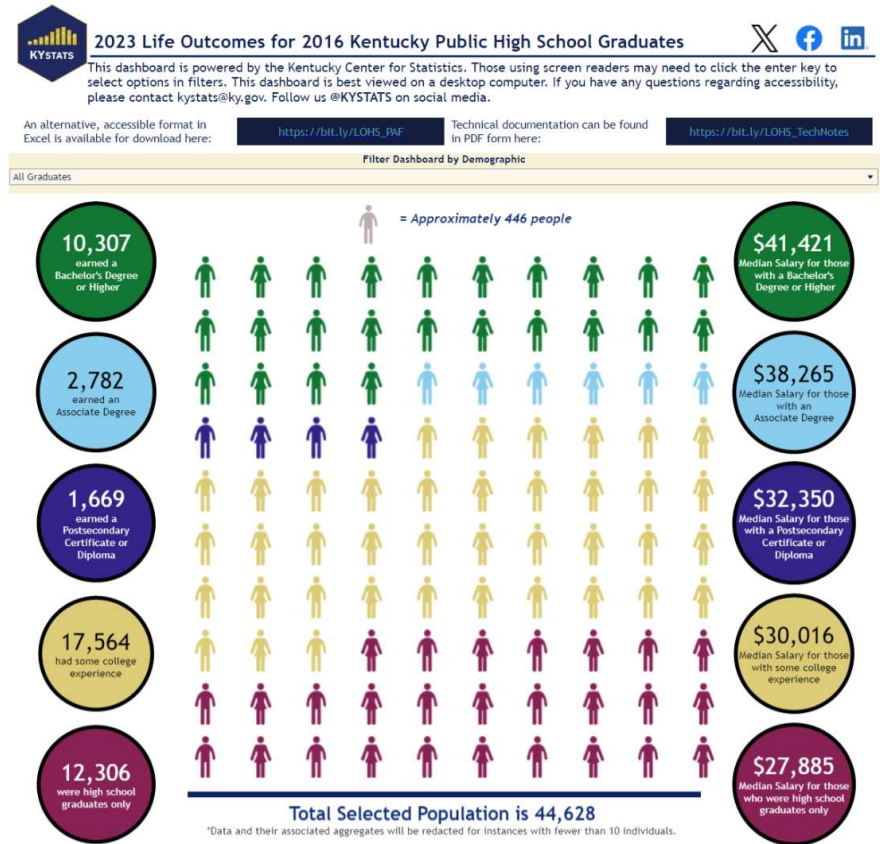
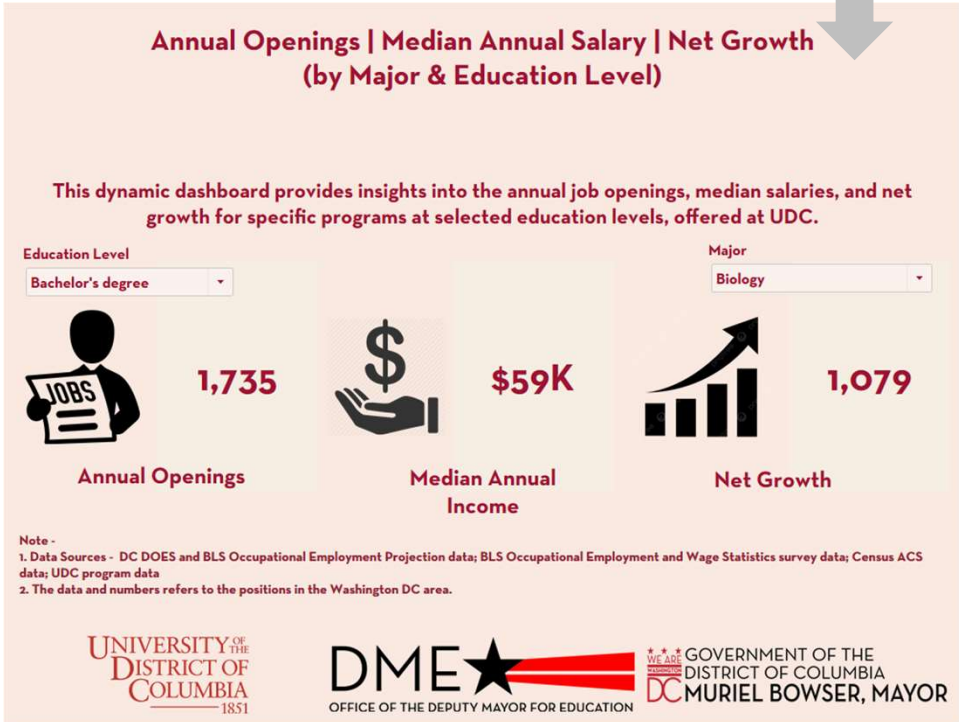
Strengthen the appeal of DC's only HBCU and public university to DC residents and employers



Ensure DC residents who graduate from UDC are on the path to a strong career

Ongoing Approaches to Community Engagement

Examples of how we might highlight research deliverables include using online dashboards.

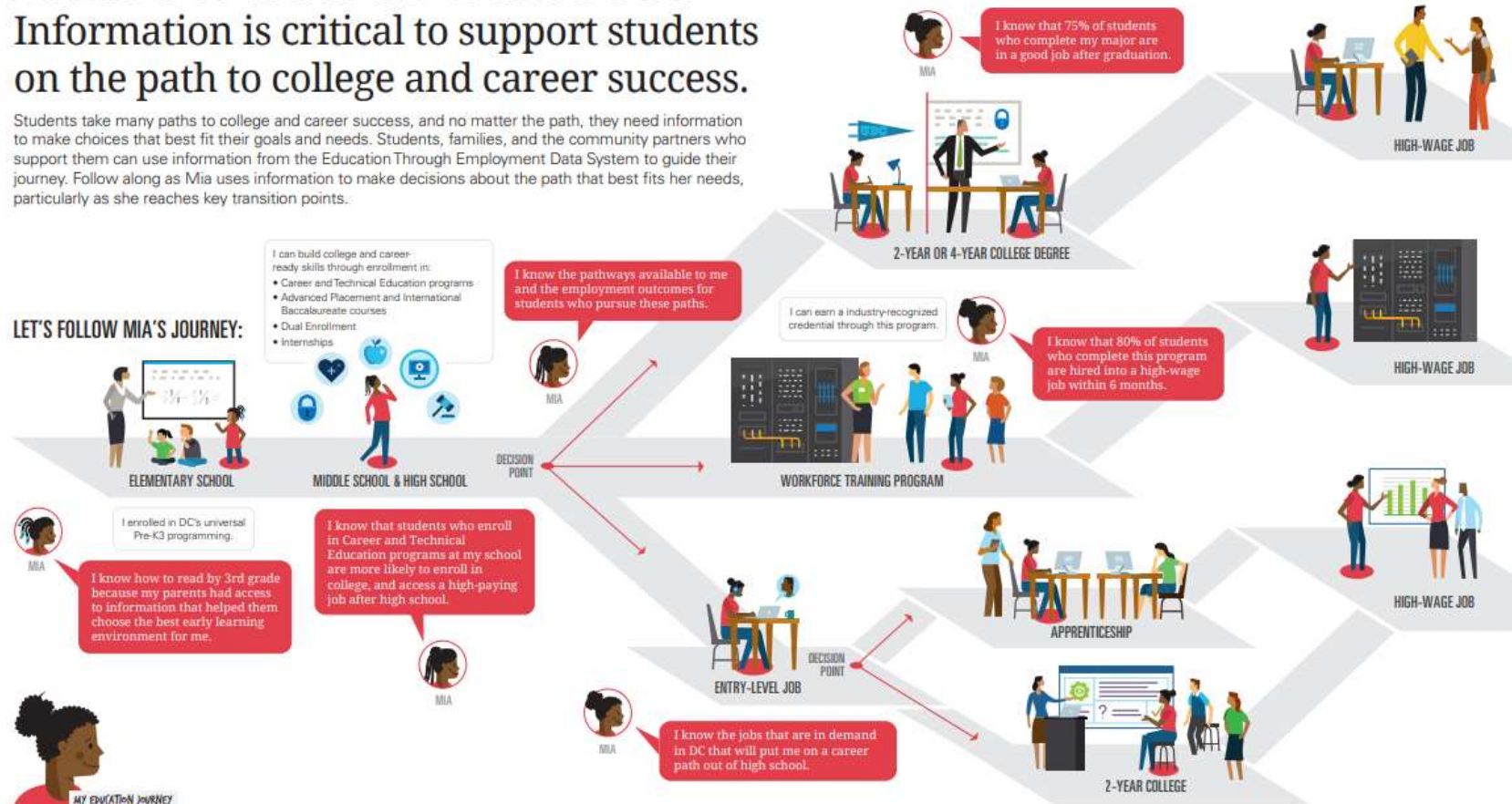


<https://kystats.ky.gov/Latest/LifeOutcomes>

Mia's Path to Success

Information is critical to support students on the path to college and career success.

Students take many paths to college and career success, and no matter the path, they need information to make choices that best fit their goals and needs. Students, families, and the community partners who support them can use information from the Education Through Employment Data System to guide their journey. Follow along as Mia uses information to make decisions about the path that best fits her needs, particularly as she reaches key transition points.



Ongoing Approaches to Community Engagement:

We might also consider using one-pagers or social media infographics like what is depicted here.

You can access this infographic on our webpage at DME.dc.gov/etep



Ongoing Approaches to Community Engagement



Ways we are considering sharing out findings from our research projects include:

- **Developing one-pagers**
- **Online dashboards**
- **Social media infographics**
- **Partnering with organizations on events** such as data walks, focus groups, presentations, town halls, and webinars



Considering **your perspective**, which of these examples would you find **most helpful**?

What **suggestions or strategies** would **make these kind of deliverables most actionable** to the stakeholder group you represent?

Closing and next steps

- To ensure residents have access to findings from our research and the updated mission, vision, and research agenda, 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.**
- Our next discussion will take place in the winter. We will reach out to all of you 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.

APPENDIX

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.

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

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)