Office of Education Through Employment Pathways (ETEP)

Public Stakeholder Advisory Board

Summary of feedback on the ETE Research Agenda

The inaugural meeting for the Office of Education Through Employment Pathways (ETEP) Public Stakeholder Advisory Board was held on Thursday, May 9th at 6:00 pm in the Martin Luther King Jr. Memorial Library. The meeting was also made available for the public to view via Microsoft Teams webinar.

I. The following Public Stakeholder Advisory Board members attended the meeting in-person:
    - Leah Lamb (attending on behalf of Clarisse Mendoza)
    - Dan Adams
    - Rachael Brown
    - Christina Sessoms
    - Veronica Branch
    - Julie Johnson
    - Michael Wallace
    - Bill Tucker
    - Marion Babcock
    - Patricia Williams
II. The following Public Stakeholder Advisory Board Members attended the meeting virtually:
    - Lashon Clark
    - Simone Scott
    - Ricardo Cooper
III. Total registrants – 7
IV. Introduction of Office of Education Through Employment Pathways
    - Office leadership and staff introduced the the office and provided an overview of the context that inspired launching the Education Through Employment (ETE) Data System. The team also delved into the scope of work and what role the Public Stakeholder Advisory Board will play in progressing this work before transitioning into discussion of the current ETE research agenda.
V. Discussion of the Draft ETE Research Agenda
    - There was broad interest in prioritizing many of the research questions. The research agenda questions that members consistently identified as high priority are below:
        - What are college and career outcomes for students who participate in specialized programs?
        - What are college and career outcomes for students who participate in workforce training programs or adult education programs?
        - Within the industry my student wants to pursue, what are the college and workforce programs most associated with employment and the highest salaries?

    - 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?
    - What are the District industries for high school and college graduates that are most likely to lead to family-sustaining careers and economic mobility?
- The priority population characteristics that members consistently identified as high priority are below:
    - Race and ethnicity
    - Geography
    - Youth committed to DYRS
    - Students designated at-risk
    - Individuals with disabilities
    - Student attendance
    - DC high school non-completers
    - Students who graduated through non-traditional pathways
- Additional areas of interest and feedback
    - UDC graduate income compared to their peers who have moved into DC for professional work
    - Identifying the top colleges/universities DC high school graduates attend and graduate from
    - Adding context to the DC School Report Card for college readiness to include workforce readiness
    - (Regarding priority populations) How do we avoid taking a deficit-based approach to data collection?
    - What non-degree credentials are learners earning?
        - One member flagged that DCPS has conducted research regarding this topic already, referring to Erin Bibo's work in OCCR.
    - (Regarding education and workforce outcomes for DYRS youth) How do you measure beyond traditional metrics?
    - (Regarding which employers and industries hire the most DYRS and foster youth) Which of these lead to good jobs?
    - (Regarding District industries most likely to lead to family-sustaining careers) DMV vs. Just the District?
    - (Regarding which employers hire the most DC graduates + characteristics of students and employers) Why? Are there City or other incentives?
        - Which of these employers offer good jobs?
        - Which employers hire at entry-level or apprenticeship and offer training or support to upskill?
    - Considering that UDC is the only public HBCU in DC, what are the pipeline program outcomes? What is the role of HBCUs in educating DC young people?
    - What programs of study lead to good jobs? What happens to programs of study that don't?
    - (Regarding students who go to college – examining graduation rates, debt, and earnings) Are we talking about just DC students?

        - One member flags that DC-TAG, CAP, and Persist cover this topic.
    - Are there specific data challenges for tracking data for high school non-completers?
    - (Regarding District industries most likely to lead to family-sustaining careers) Add emerging industries
    - (Regarding which specialized programs are available to youth) Options/pathways for students with special needs are missing.
        - Important to note that students with disabilities are among the priority populations identified to consider for each question outlined in the research agenda.
    - (Regarding outcomes for students who participate in specialized programs) Do outcomes differ by industry or specific pathway? Get more specific and connect to other questions.
    - (Regarding examining outcomes for families with access to public benefits) Perhaps narrow down to families facing barriers to access.
    - Student parents are a missing priority population.

VI. Discussion of community outreach methods
    - To get people excited about the initiative, suggest more cookout style approach as marginalized groups won't gravitate toward traditional channels; they will need a more trusted space. A block party is another option.
    - Tabling at existing events that attract many community members like the H street festival is a good idea
    - Need content that is specifically geared to target audiences
    - The LGBTQ+ population also should be reflected as a priority
    - Opportunity to leverage existing community organizations and spaces that are already engaging with residents. For example, PAVE, LAYC, Mint Project, Youth Guidance, LSAT Collective, Mary's Center, SOME.
    - Recommend connecting with individuals who are supporting students in making decisions, as well as getting perspective from recent high school alumni.
    - Important to target outreach to groups with specific needs including adult learners, and systems impacted adults.