Office of Education Through Employment Pathways
Policy Board Meeting

May 6, 2024

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OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

Agenda and goals

Goals for today's meeting:

I. Introduce the Office of Education Through Employment Pathways work
II. Conduct a vote on releasing for public comment the draft research agenda and system mission and vision.

Agenda:

I. Introduce the role and responsibilities of the Policy Board
II. Office of Education Through Employment Pathways background
III. Discussion of the research agenda, and system mission and vision
IV. Policy board vote
V. Information on upcoming public comment and feedback opportunities

Member introductions

Name

Agency

Role

Example where your agency has used data to improve the lives of residents

Policy Board

The Education Through Employment Data System Policy Board was established in Mayor's Order 2024-036.

The Policy Board is charged with providing recommendations to the Office of Education Through Employment Pathways (ETEP) on the following topics:

- Overall vision and objectives of the Education Through Employment Data System

- Research agenda

- Data governance

- District government agencies and other entities that should participate in this effort

- Type of data that should be included in the Education Through Employment Data System

- Ways to ensure or support that the Education Through Employment Data System is serving its intended purpose

Policy Board Membership

Voting Members: The following leaders, or their designee empowered to vote on their behalf

- Deputy Mayor for Education (Chair of Policy Board)
- Superintendent of the Office of the State Superintendent of Education
- Chancellor of District of Columbia Public Schools
- Executive Director of the Public Charter School Board
- Director of a public charter local education agency selected by the Public Charter School Board
- President of the University of the District of Columbia
- Director of the Department of Employment Services
- Executive Director of the Workforce Investment Council
- Director of the Department of Human Services
- Director of the Child and Family Services Agency
- Director of the Department of Youth Rehabilitation Services
- Chief Equity Officer of the Mayor's Office of Racial Equity
- Director of the Lab @ DC within the Office of the City Administrator

Non-Voting Members: The following leaders, or their designee
- Chief Technology Officer of the Office of the Chief Technology Officer
- Executive Director of the District of Columbia Education Research Practice Partnership

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

- 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.

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Education Through Employment information provides a solution to a key challenge.

The Challenge

- We know that residents engage with multiple programs throughout their lifetime – PK-12 education, public benefits, higher education, public workforce system.

- Each of these agencies gets a small slice of insight into outcomes for those residents, but it **is challenging to get the full picture of the impact of government services and support on the resident and their family**.

- It is also particularly challenging to understand long-term outcomes for residents after they complete programming.

The Solution

- DC agencies each gather valuable data to tell a powerful story about how youth and young adults engage with District services. The Education Through Employment Data System **will link disparate information to tell a more complete story**.

- With this information, programs and schools be better **equipped to design and deliver interventions that meet the diverse needs of each resident** – across multiple agencies.

- This information also **empowers DC residents and their families to support decisions during key transition points**.
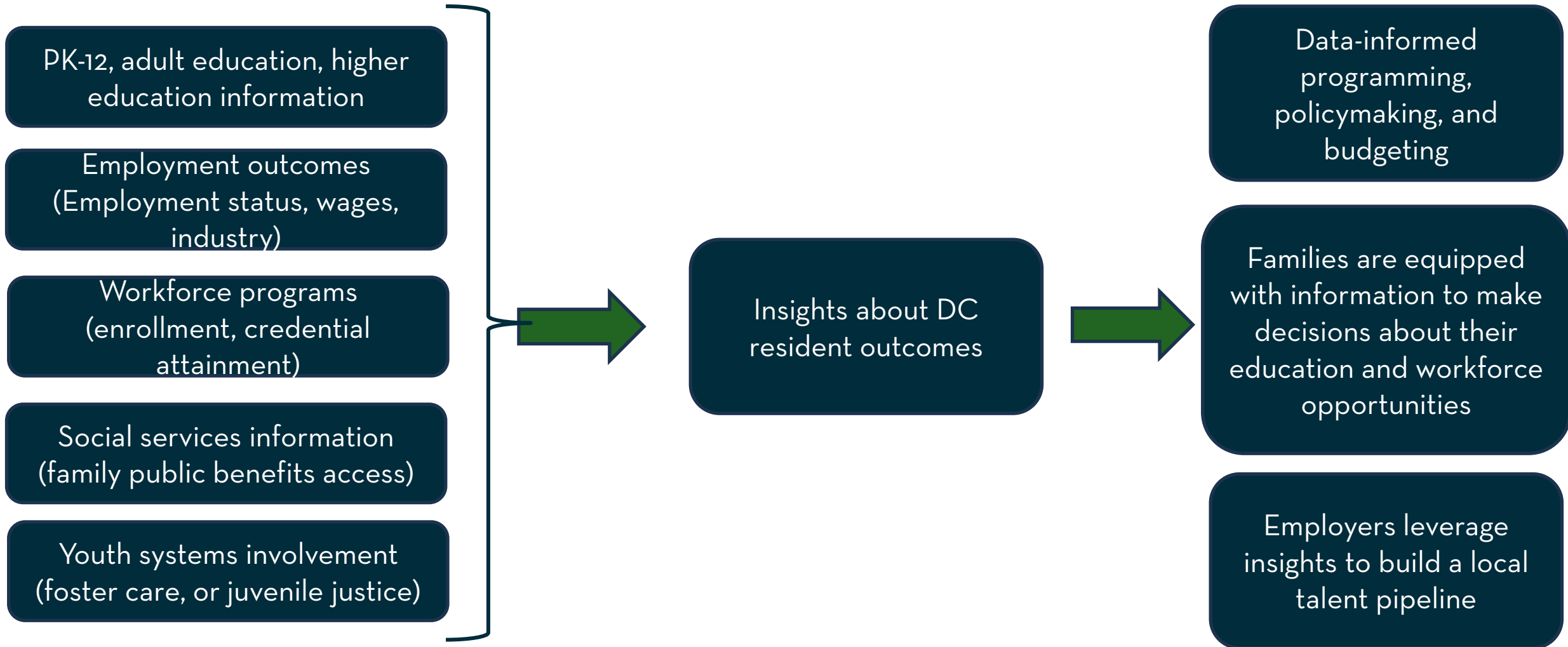
Who Benefits?

- Youth & Parents
- Teachers & School Leaders
- Postsecondary Institutions
- Jobseekers
- DC Policymakers & Agencies

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

- PK-12, adult education, higher education information
- Employment outcomes (Employment status, wages, industry)
- Workforce programs (enrollment, credential attainment)
- Social services information (family public benefits access)
- Youth systems involvement (foster care, or juvenile justice)

→ Insights about DC resident outcomes →

- Data-informed programming, policymaking, and budgeting
- Families are equipped with information to make decisions about their education and workforce opportunities
- Employers leverage insights to build a local talent pipeline

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

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. The Office received 35+ applications for families, school staff, and community partners interested in participating in the Public Stakeholder Advisory Board.
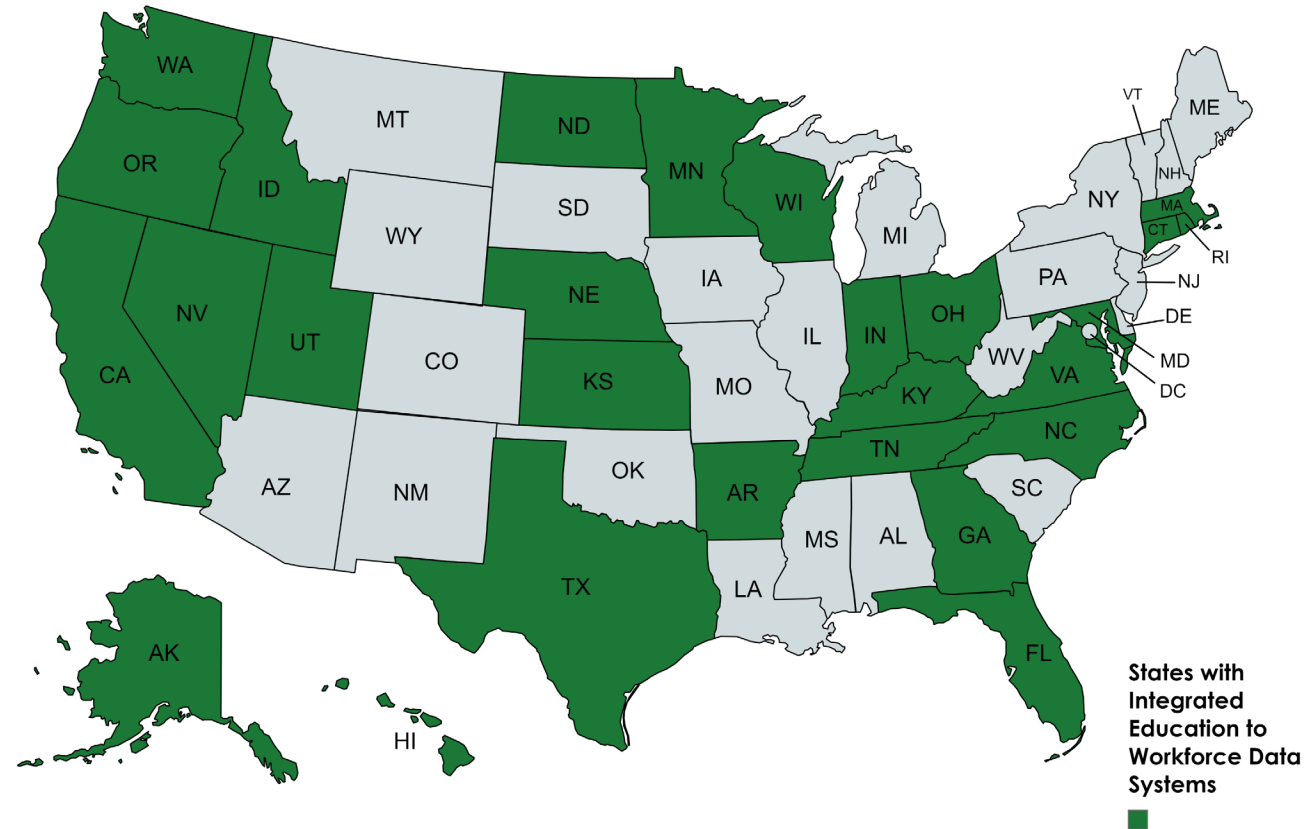
This work will focus on disaggregated data and apply insights toward addressing disparate academic outcomes, employment outcomes, and income gaps in alignment with the priorities of the Office of Racial Equity.

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."
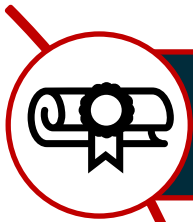
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27 states have built integrated data systems that include education through workforce information.

States with Integrated Education to Workforce Data Systems

Created with mapchart.net

Source: https://reports.ecs.org/comparisons/statewide-longitudinal-data-systems-2021-03

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

- 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

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Our focus today will be on the foundational documents that set the priorities for this work.

Today, the Policy Board will discuss the draft system mission, vision, and priority questions. This information will guide the development and implementation of the Education Through Employment Data System.

Through the public feedback period in May and June, DC families, school staff, community partners, employers, and residents can shape the priorities and direction of this effort.

This work is grounded in local priorities and national best practices.
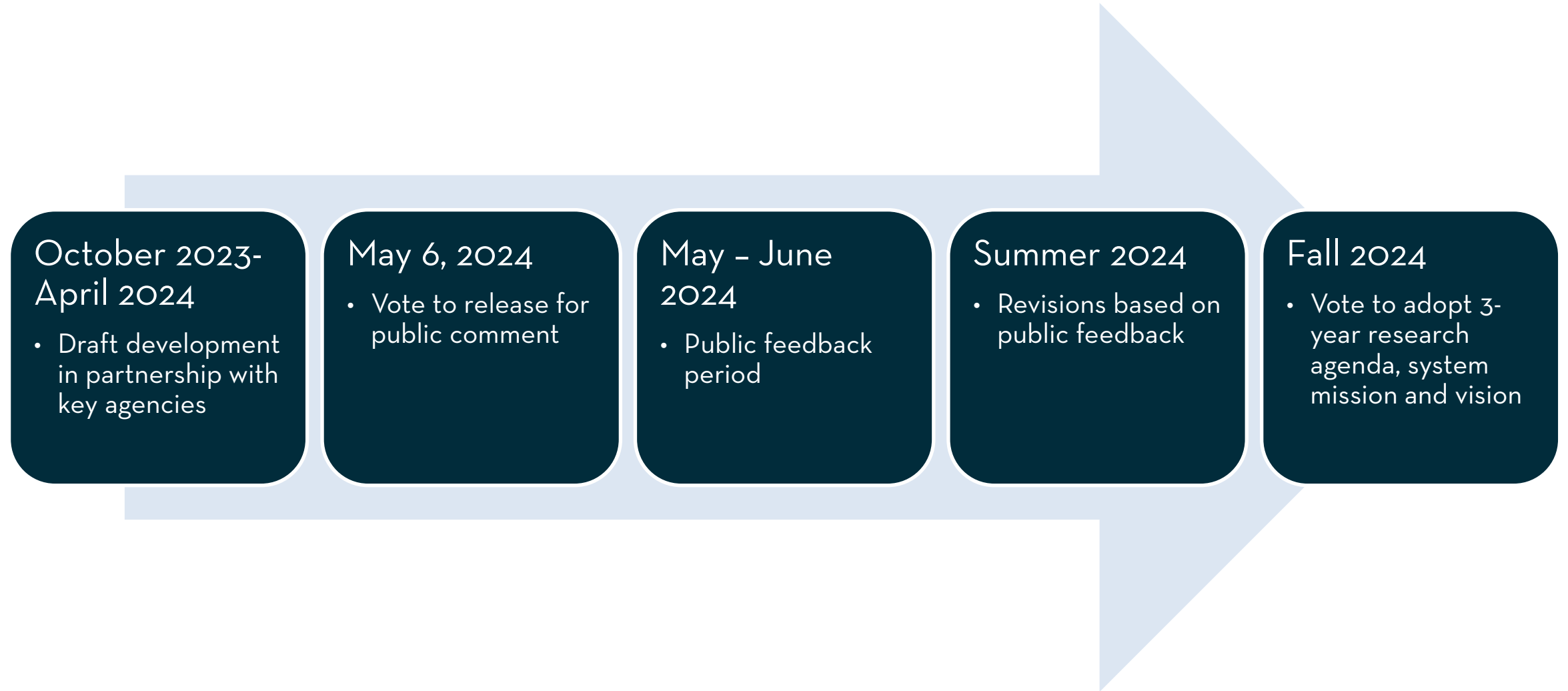
Local priorities

- Strategic priorities and areas of focus across the PK-12 education, adult and alternative education, higher education, workforce, social services, and juvenile justice systems
- Early feedback from 70+ community stakeholders including families, schools, and community partners

National best practices

- Learning from the development and implementation of similar systems in other jurisdictions
- Mathematica Education to Workforce framework

Timeline

October 2023-April 2024
- Draft development in partnership with key agencies

May 6, 2024
- Vote to release for public comment

May – June 2024
- Public feedback period

Summer 2024
- Revisions based on public feedback

Fall 2024
- Vote to adopt 3-year research agenda, system mission and vision

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Proposed system mission and vision

Education Through Employment (ETE) Data System Vision:
- The ETE Data System will illuminate equity gaps and root causes of disparities to inform intentional racial-equity driven policies and practices that promote the well-being of historically marginalized communities, and work toward a future where race, ethnicity, and socio-economic status no longer predict outcomes anywhere along the Pre-k to workforce continuum.
- DC agencies, program providers, and policymakers have the information necessary to make data-informed decisions about investments and program design that put DC residents on a path to economic mobility across Pre-K-12, adult education, higher education, workforce training, and employment.
- DC youth, families, and adults are equipped with information to make decisions about their journey through college and career, to identify the best fit opportunities to achieve their personal and professional goals, and to advocate for programs that best meet their needs.
- DC employers build a local talent pipeline by applying insights from the Education through Employment Data System to inform talent recruitment and retention efforts.

ETE Data System Mission:
The Education through Employment Data System is a collaborative, multi-organization system that connects program providers, policymakers, community stakeholders, employers, and researchers with actionable, trusted data and insights on education, economic, and life outcomes. The System provides information and tools, through its own analytical activities as well as by facilitating access to approved partners and researchers, to build understanding of how education and workforce programming impacts economic mobility to guide decision making.

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A focus on disaggregating information by priority populations and criteria

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

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

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?

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?

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?

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

10. To what extent are graduates of DC education and workforce programs employed in DC?

11. What are the District industries for graduates of DC secondary and post-secondary programs that are most associated with family-sustaining careers and economic mobility?

12. Which employers hire the highest proportion of DC students, and what are those employer and DC student characteristics?

13. To what extent do the are the following students employed in DC:
- PK-12 students who leave DC for postsecondary education
- PK-12 students who stay in DC for postsecondary education
- Students who move to DC for postsecondary education

Policy Board vote

We will now conduct a vote on releasing the following materials for public comment:

- System mission and vision
- Research agenda

Upcoming public engagement

The Public Stakeholder Advisory Board will launch on Thursday, May 9 at 6pm. This board, composed of families, school staff, community partners, and residents, will provide input on priorities for this work, and strategies to engage the public.

From mid-May through the end of June, we will be seeking community feedback on this work through multiple mechanisms including:

- Online survey

- Public feedback sessions

- Partnering with key community organizations to attend meetings

Individuals interested in receiving updates on these opportunities should complete the interest form available at **dme.dc.gov/etep**.

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What could we do differently as a system if we had access to additional information about longitudinal student outcomes?

"We could better 'see' students and their families."

"Better partner together"

"More effectively allocate resources"

"We could more concretely advise and help students make career decisions."

"Normalize non-traditional paths; create a more holistic and inclusive view of the wide variety of pathways and options to sustaining careers especially looking at those that are completing left out of many typical measures – transfer students, stopping out and reengaging students, those combining workforce and postsecondary"

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Future impact of this work
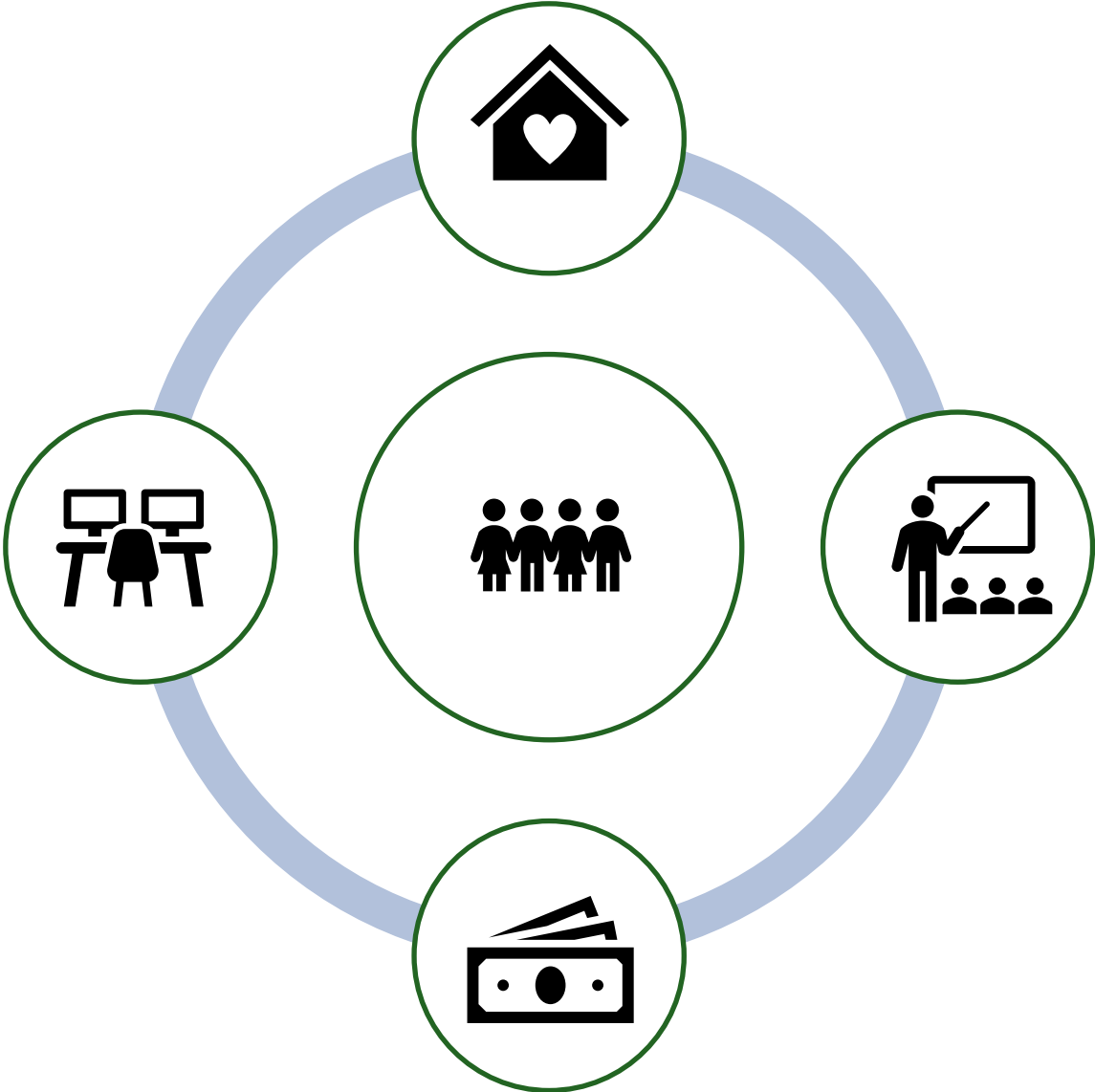
APPENDIX

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

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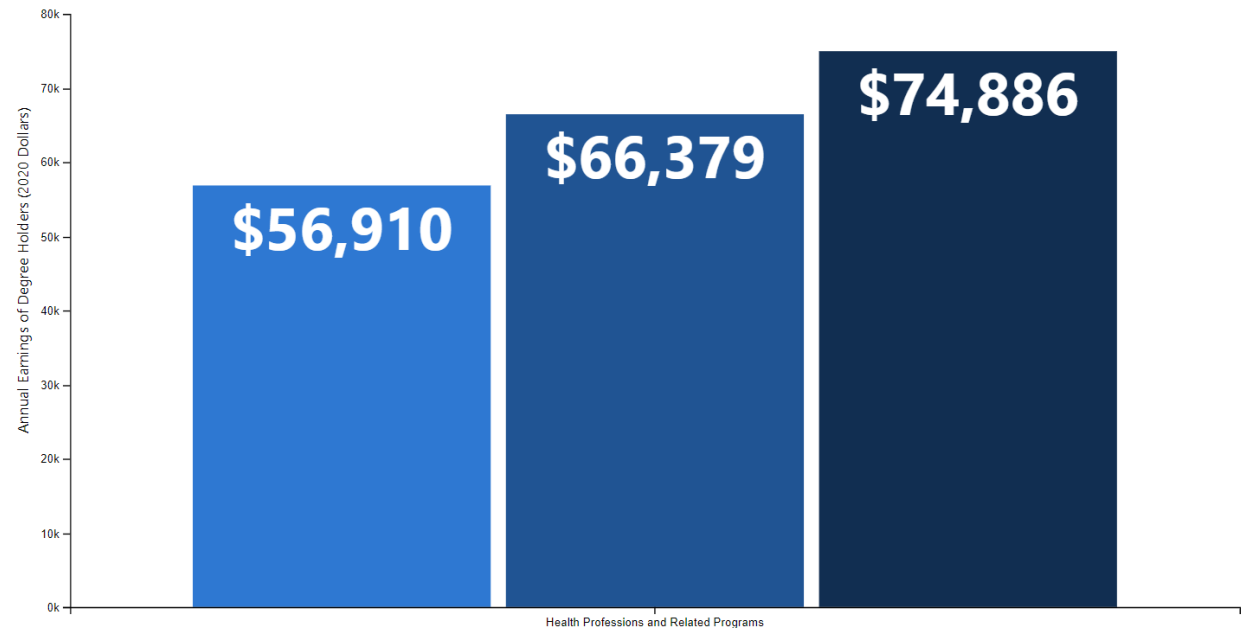

UT Arlington – Nursing BSN

$88K — $99K — $106K — $25K
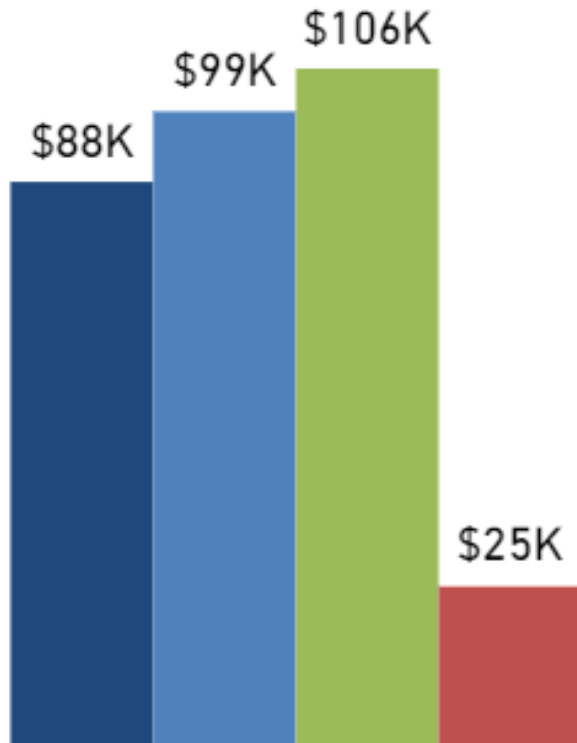
Nursing - BSN

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

NoVa Community College – Health Professions and Related Programs

$56,910 — $66,379 — $74,886

Annual Earnings of Degree Holders (2020 Dollars)

Health Professions and Related Programs

1 Years Postgrad
5 Years Postgrad
10 Years Postgrad

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)