

## **Education Through Employment Data System Research Agenda FY25 – FY27**

The research subcommittee has defined the following criteria for the research agenda:

- The answer to the question must necessitate data from more than one agency or an agency and an external data source facilitated by the Education Through Employment Data System. Questions that involve data from only one agency should be referred to that agency, although they can be considered if the agency requests Education Through Employment support.
- There should be a clear use case for how the question will inform action to drive equitable outcomes by improving public supports for DC residents furthest from opportunity.
- There should be a clear understanding of the audience for the research questions to ensure the analysis and the output are designed in the most actionable and appropriate manner.

### **Characteristics for Disaggregated Data Analysis across Research Questions**

Core categories for disaggregated analysis:

- 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
- 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
- PK-12, adult and alternative education
  - Students designated “at-risk”
  - Sector (DCPS vs Charter)
  - LEA
  - English language learner status
  - Neighborhood vs Citywide schools
  - ELA and Math DC CAPE/PARCC scores
  - DC high school non-completers
  - DC students who graduate through a non-traditional diploma or program

### Additional metrics to explore feasibility:

- General:
  - Students/Families who receive public benefits
  - Individuals experiencing homelessness
  - Individuals experiencing food insecurity
  - Socioeconomic status
  - Immigrant residents
  - DC-born residents
  - Parenting students
- Higher education:
  - First-generation college student
  - Career changers
  - DC students who earned stacked credentials
- PK-12
  - DC students who have experienced interrupted education (disengaged, 9<sup>th</sup> grade repeaters, students who have experienced many school transitions)
  - Student attendance

### Research Agenda Questions

**A. What are the postsecondary, employment, and quality of life outcomes for residents served by DC’s education and workforce systems?<sup>1</sup>**

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, employment, and quality of life 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?

<sup>1</sup> For the purposes of this research agenda, the following terms encompass these outcomes:

Secondary Outcomes: Attendance, academic proficiency, high school graduation

Postsecondary Outcomes: Enrollment, credit accumulation, persistence, degree attainment, certificate attainment

Employment Outcomes: Employment status, wages earned, industry

Quality of Life: Qualitative and quantitative measures including job satisfaction, financial stability, and access to benefits

<ul style="list-style-type: none"> <li>○ Highest salaries among graduates?</li> <li>○ Economic mobility and wealth attainment among graduates?</li> </ul> <p>4. To what extent do high school CTE, postsecondary or occupational skills program graduates enter the fields they study?<sup>2</sup></p> <ul style="list-style-type: none"> <li>○ To what extent are these students retained in the industry and do they progress within the industry?</li> </ul>
<p><b>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?</b></p>
<p>5. Who has access to and is being reached by need-based financial aid, and college support programs?</p> <p>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?</p> <ul style="list-style-type: none"> <li>○ What debt do postsecondary students take on in comparison to post-program earnings?</li> </ul> <p>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?</p> <ul style="list-style-type: none"> <li>○ What are postsecondary and employment outcomes for DC students and families who receive case management services through DHS?</li> </ul>
<p><b>C. What are the secondary, postsecondary, and employment outcomes for systems-involved youth?</b></p>
<p>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?</p> <p>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?</p>
<p><b>D. To what extent are individuals served by DC's education and workforce systems employed in family-sustaining careers in DC or elsewhere?</b></p>
<p>10. To what extent are graduates of DC education and workforce programs employed in DC?</p> <p>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?</p> <p>12. Which employers hire the highest proportion of DC students, and what are those employer and DC student characteristics?</p> <p>13. To what extent do the are the following students employed in DC:</p> <ul style="list-style-type: none"> <li>○ PK-12 students who leave DC for postsecondary education</li> <li>○ PK-12 students who stay in DC for postsecondary education</li> <li>○ Students who move to DC for postsecondary education</li> </ul>

<sup>2</sup> Defined by industry vs. HS course, major/program, or course vs. major/program