Understanding alignment of Arkansas college and career readiness indicators with the research-based Employability Skills Framework

September 11, 2018
9:00 a.m.–12:00 p.m. CT

Objectives:

1. Map the current and planned Every Student Succeeds Act School Quality and Student Success Index to the Employability Skills Framework (ESF) to identify gaps and areas of alignment.
2. Discuss the range of indicators that are better suited to local education agency (LEA) cycles of inquiry and how those align with more distal measures collected at the state level.
3. Prepare for Session 3, discussion of implications for Arkansas Department of Education's (ADE) support for LEAs.

Agenda

Time	Activity
9:00–9:10 a.m. CT	Welcome, Introductions, Review Agenda and Parking Lot

9:10–9:40 a.m.	1. Reorient participants to the goals of the Regional Educational Laboratory (REL) and the Southwest College and Career Readiness (SWCCR) Partnership in particular. (Dr. Duffy, REL Southwest task lead)
	     a. Questions
	     b. Discussion
	 2. Discuss the connections between the applied research activity and the training sessions, and clarify the purposes of training activities and the connections to the ESF in particular. (Dr. Duffy, REL Southwest task lead)
	     a. Questions
	     b. Discussion

9:40–10:15 a.m.	1. Review the ESF and discuss its relevance for work underway in ADE. (Dr. Duffy, REL Southwest task lead, and GeMar Neloms, REL Southwest subject matter expert)
	 2. Review matrix tool components and address questions. (Duffy/Neloms)
	     a. Review the tool and its intended purpose.
	     b. Refer to the draft version of tool and discuss the following:
	         i. Using a state lens, consider whether and how state initiatives explicitly or implicitly support this skill.
	         ii. Consider whether and how local level indicators align with state-level indicators.

	3. Participants count off in pairs and, working on one of the three components (Applied Knowledge, Workplace Skills, or Effective Relationships), continue to fill in the elements of the matrix, drawing upon their local knowledge and expertise. (Duffy/Neloms)
10:15–10:30 a.m.	BREAK
10:30–11:15 a.m.	1. Pairs present the component they completed to the large group. 2. Group members react, respond, and add additional indicators to the matrix. (Neloms)
11:15–11:50 a.m.	1. Review the three components of the matrix as a group and explore implications for (a) ADE and the supports it provides to LEAs and (b) alignment with theory of action or research as highlighted earlier. (Duffy/Neloms) 2. Consider other ways that this tool might be helpful to you or your colleagues as you think about providing support for LEAs.
11:50 a.m.–12:00 p.m.	Next Steps and Closing (Duffy)