

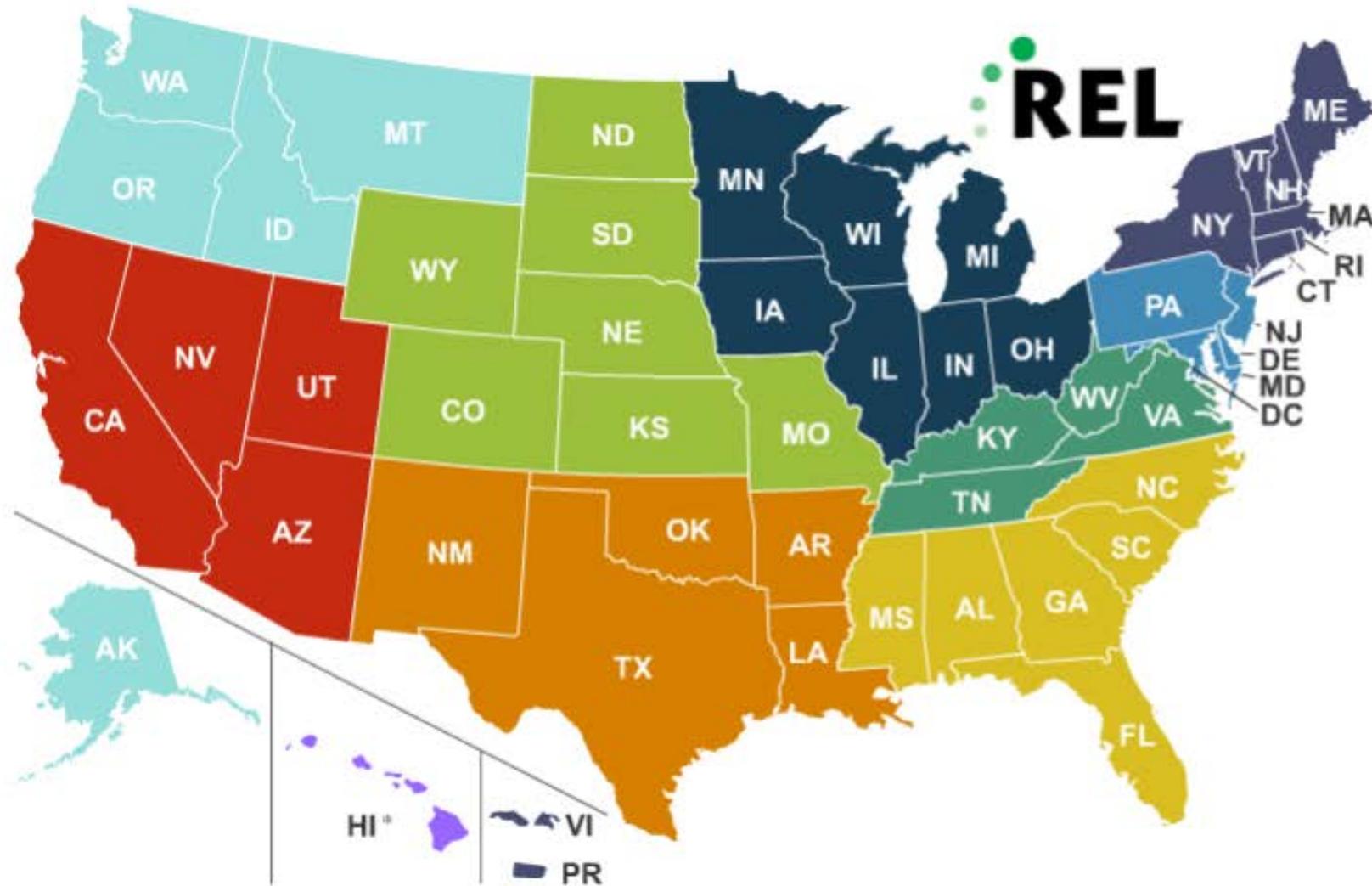
# Regional Educational Laboratories in Appalachia: Putting Research into Action

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Appalachian Higher Education Network Conference  
June 20, 2018



# The Regional Educational Laboratories

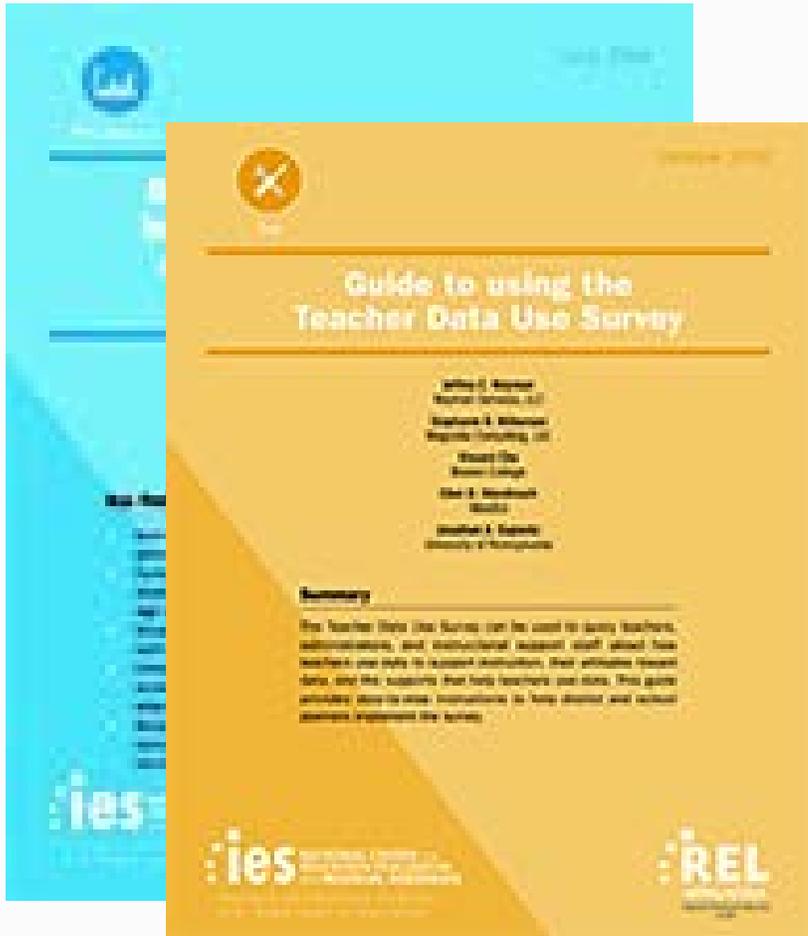


- |  |  |
|--|--|
| <span style="color: green;">■</span> Appalachia        | <span style="color: lightblue;">■</span> NW    |
| <span style="color: lightgreen;">■</span> Central      | <span style="color: purple;">■</span> Pacific* |
| <span style="color: blue;">■</span> Mid-Atlantic       | <span style="color: yellow;">■</span> SE       |
| <span style="color: darkblue;">■</span> Midwest        | <span style="color: orange;">■</span> SW       |
| <span style="color: darkpurple;">■</span> NE & Islands | <span style="color: red;">■</span> West        |

\* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map



- Appalachia
- Mid-Atlantic
- Midwest
- NE & Islands
- SE



## West Virginia's CTE initiative Simulated Workplace

provides students with real-world, classroom-based experiences and prepares them for **high-demand jobs** through training and certification programs in a variety of CTE pathways.



Students with greater exposure to CTE are more likely to:<sup>3</sup>

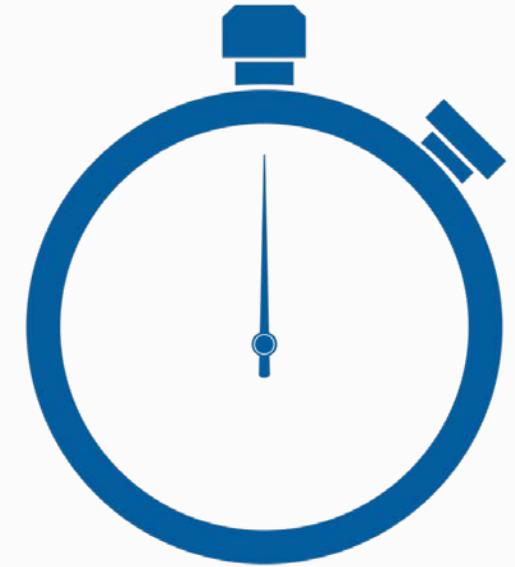
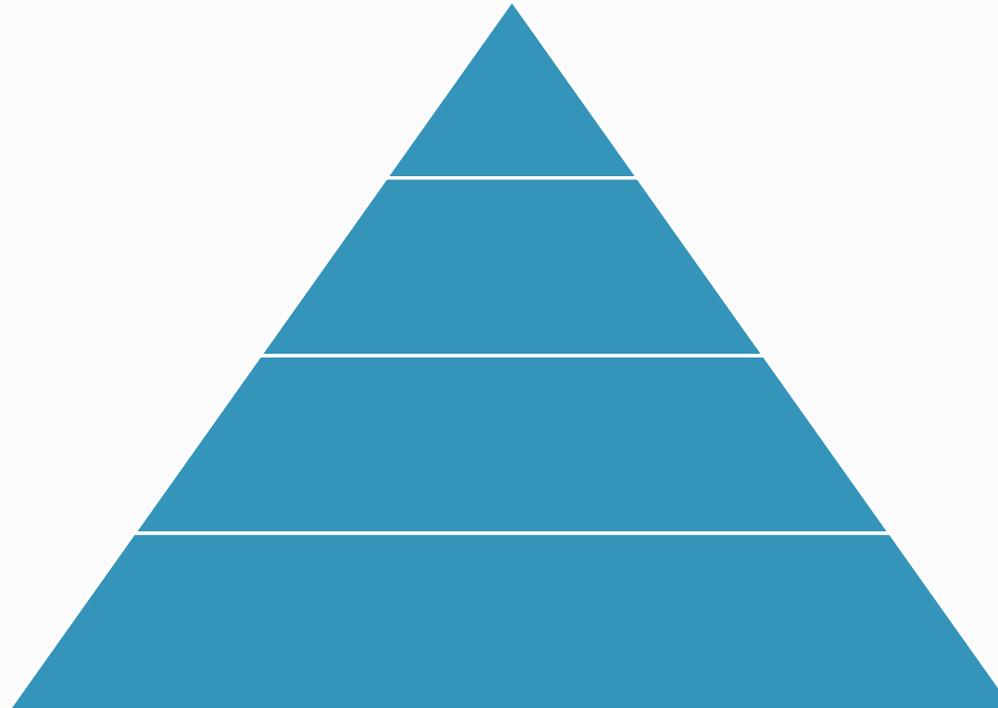




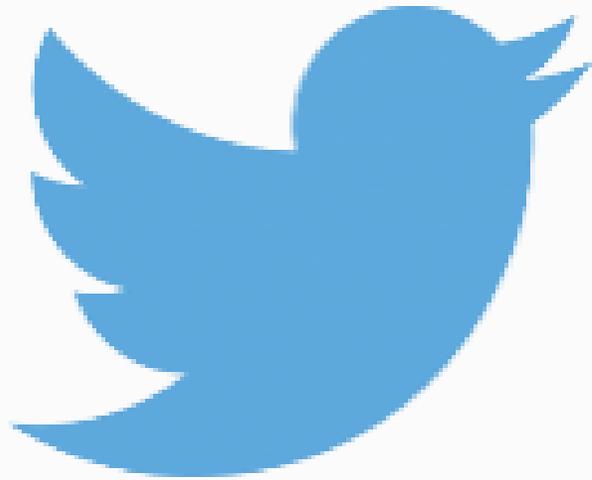
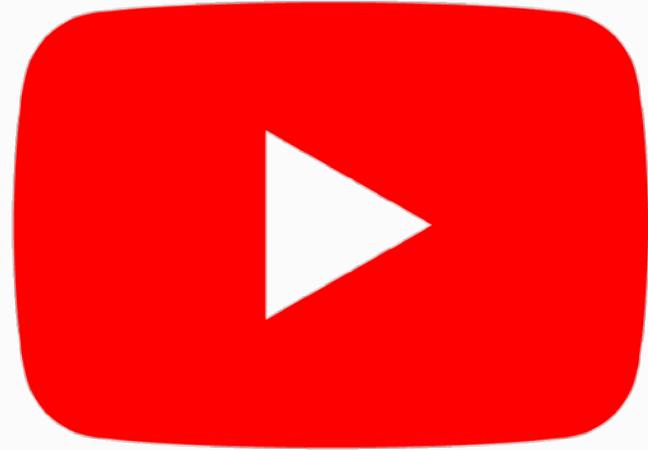


**Ask A REL  
Reference Desk**

**Supporting  
implementation of  
ESSA's evidence  
provisions**



**Just-in-Time  
Studies**





# REL

## APPALACHIA

Regional Educational Laboratory  
At SRI International



**Dr. Deborah Jonas**  
**Director**

## Inputs

Funding

Data systems/  
tools

Human capital

Regional Educational Laboratory

## Strategies

Interagency and cross-sector collaborations

College-going culture

Academic preparation

Financial, logistical, and socio-emotional preparation

Resources, supports, and guidance

## Short-Term Outcomes

Interagency and cross-sector coordination and alignment

Academic outcomes

College-going culture outcomes

## Long-Term Outcomes

Enrollment, persistence, and completion of postsecondary education and training programs

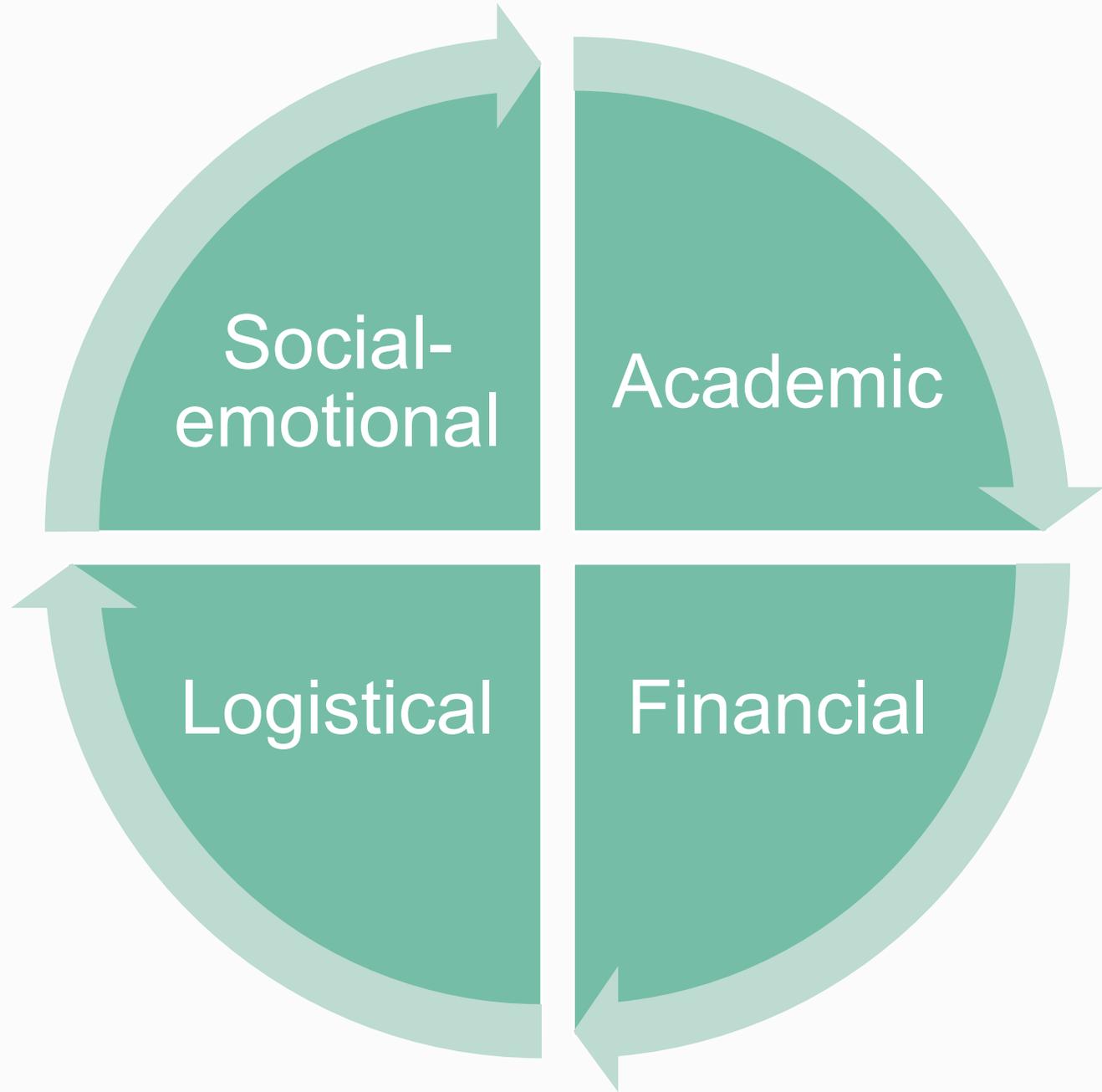
Family, community, and institutional collaboration and support

## Impact

Increased percentage of the working-age population has a postsecondary credential with skills, knowledge, and experience to be “life ready.”







# Regional Educational Laboratory Mid-Atlantic



**Dr. Brian Gill, Director**

# Our Region and Research Alliances



# Regional Educational Laboratory Mid-Atlantic

## Alliance Members

Jackie Foor, Consortium for Public Education

Ken Bissell, Greensburg Salem School District

Stephen Whitehead, California University  
of Pennsylvania

Laura Fisher, Allegheny Conference

Janice Nuzzo, Allegheny Valley School District

Sunanna Chand, Remake Learning Council

Scott Nelson, Blackhawk High School

Abby Smith, Team Pennsylvania Foundation



# Examining Competencies Needed by the Region's Employers—soft skills



## Communication

- Write and speak clearly
- Maintain a conversation
- Give feedback
- Summarize what you know



## Motivation

- Take initiative
- Have a strong work ethic
- Persevere through challenges
- Learn on your own
- Maintain a positive attitude



## Self-Management

- Stay organized
- Manage your time
- Act professionally: be on time, be prepared, and do your work
- Be accountable for your actions



## Teamwork

- Collaborate with others
- Be a good listener
- Have empathy



## Problem Solving

- Think critically
- Be flexible
- Be adaptable and resourceful



# Examining Competencies Needed by Employers— STEM and English language practices



## A FRAMEWORK FOR K-12 SCIENCE EDUCATION

Practices, Crosscutting Concepts, and Core Ideas

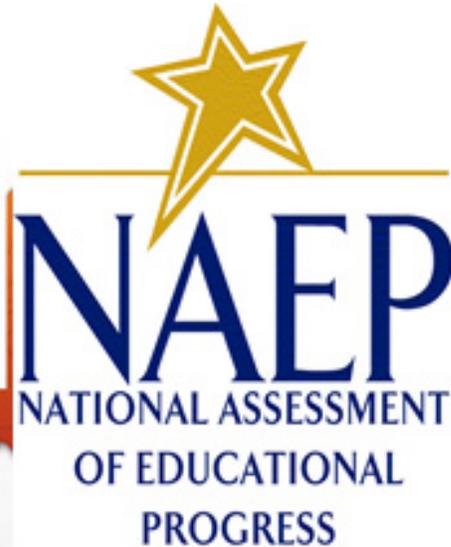
NATIONAL RESEARCH COUNCIL  
OF THE NATIONAL ACADEMIES



## COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



# NAEP

NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS



## NEXT GENERATION SCIENCE STANDARDS

For States, by States

NGSS Lead States



Communication  
& Collaboration

Creativity &  
Innovation

Technology  
Operations

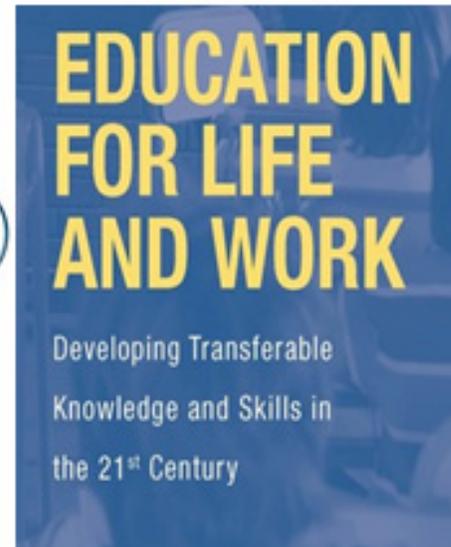
Digital  
Citizenship

Critical  
Thinking

Research &  
Information

ISTE

Standards  
Students



# EDUCATION FOR LIFE AND WORK

Developing Transferable  
Knowledge and Skills in  
the 21<sup>st</sup> Century

# Examining Competencies Needed by Employers—Using a Rubric

<b>CATEGORY</b>	<b>ENGLISH LANGUAGE ARTS CAPACITIES</b> ❖ Do program materials indicate that the program promotes English language arts capacities required for entry level health care and energy sector jobs?
<b>CATEGORY</b>	<b>SCIENCE AND ENGINEERING PRACTICES</b> ❖ Do program materials indicate that the program promotes relevant science and engineering practices required for entry level health care sector jobs?
<b>CATEGORY</b>	<b>TECHNOLOGY PRACTICES</b> ❖ Do program materials indicate that the program promotes relevant technology practices required for entry level health care sector jobs?
<b>CATEGORY</b>	<b>MATHEMATICAL PRACTICES</b> ❖ Do program materials indicate that the program promotes relevant mathematical practices required for entry level health care sector jobs?
<b>CATEGORY</b>	<b>SOFT SKILLS</b> ❖ Do program materials indicate that the program promotes relevant soft skills required for entry level health care sector jobs?

Adapted from “STEMworks” (Change the Equation) and “Project Deeper Learning” (Hewlett Foundation).



# College and career readiness at REL Midwest

Lyzz Davis

6 / 20 / 18



# REL Midwest states





# REL Midwest Research Alliances

Midwest Alliance to Improve Teacher Preparation – MI

Midwest Achievement Gap Research Alliance – WI

Midwest Early Childhood Education Research Alliance – IL

Midwest Alliance to Improve Knowledge Utilization – MI, OH, WI

Midwest Career Readiness Research Alliance – MN

Other partnerships in Ohio, Indiana, and Iowa

A silhouette of a graduate against a clear blue sky. The graduate is shown from the back, with their right arm raised and hand open, as if having just thrown their graduation cap. The cap is seen in mid-air above the hand. In the graduate's left hand, they are holding a rolled-up diploma. The overall scene conveys a sense of achievement and celebration.

**Recent postsecondary readiness and success  
work in the REL Midwest states**

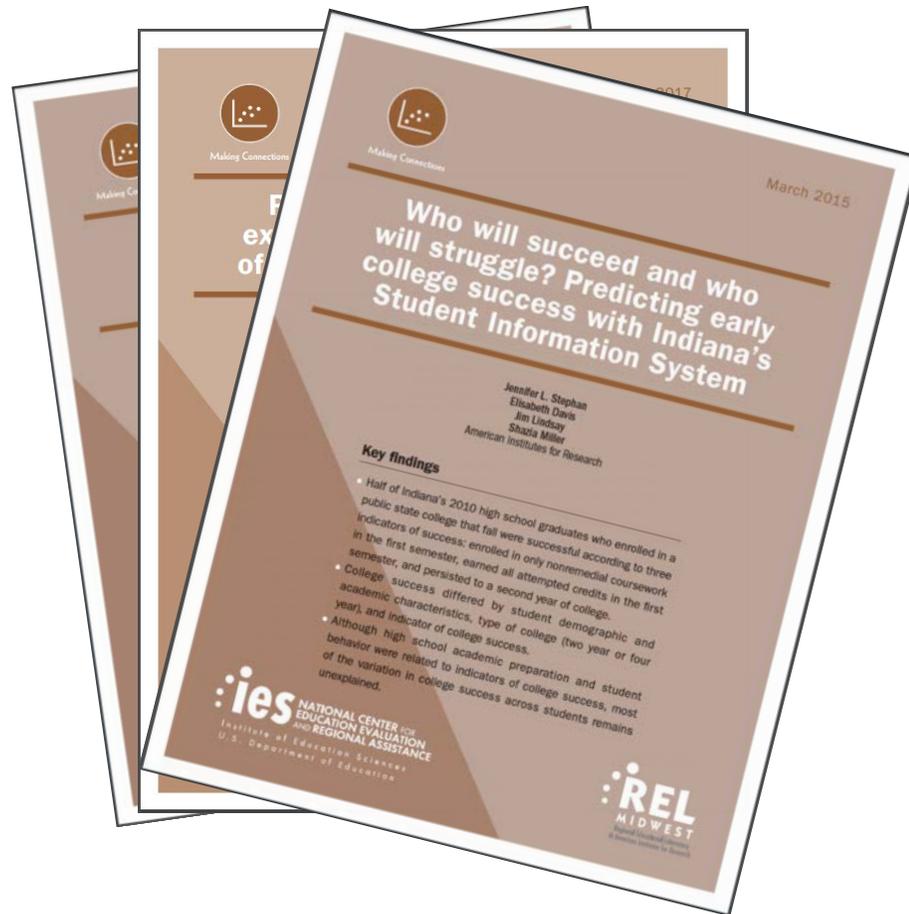
# Indiana: College readiness, access, success for rural and low-income students



# Indiana: College readiness, access, success for rural and low-income students



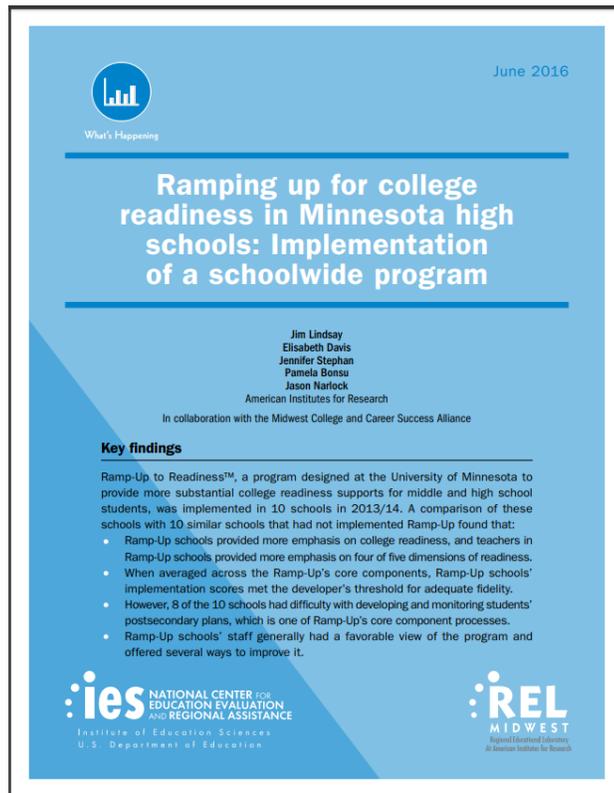
# Indiana: College readiness, access, success for rural and low-income students



# Indiana: College readiness, access, success for rural and low-income students



# Minnesota: College and career readiness and success



The image shows the cover of a report. At the top left is a circular logo with a bar chart and the text 'What's Happening'. At the top right is the date 'June 2016'. The title is 'Ramping up for college readiness in Minnesota high schools: Implementation of a schoolwide program'. Below the title are the authors: Jim Lindsay, Elisabeth Davis, Jennifer Stephan, Pamela Bonsu, and Jason Narlock, all from American Institutes for Research. It also mentions collaboration with the Midwest College and Career Success Alliance. A 'Key findings' section follows, describing the Ramp-Up to Readiness program and listing four bullet points. At the bottom are logos for the National Center for Education Evaluation and Regional Assistance (IES) and the Midwest Regional Educational Quality Improvement Center (REL).

June 2016

What's Happening

## Ramping up for college readiness in Minnesota high schools: Implementation of a schoolwide program

Jim Lindsay  
Elisabeth Davis  
Jennifer Stephan  
Pamela Bonsu  
Jason Narlock  
American Institutes for Research

In collaboration with the Midwest College and Career Success Alliance

### Key findings

Ramp-Up to Readiness™, a program designed at the University of Minnesota to provide more substantial college readiness supports for middle and high school students, was implemented in 10 schools in 2013/14. A comparison of these schools with 10 similar schools that had not implemented Ramp-Up found that:

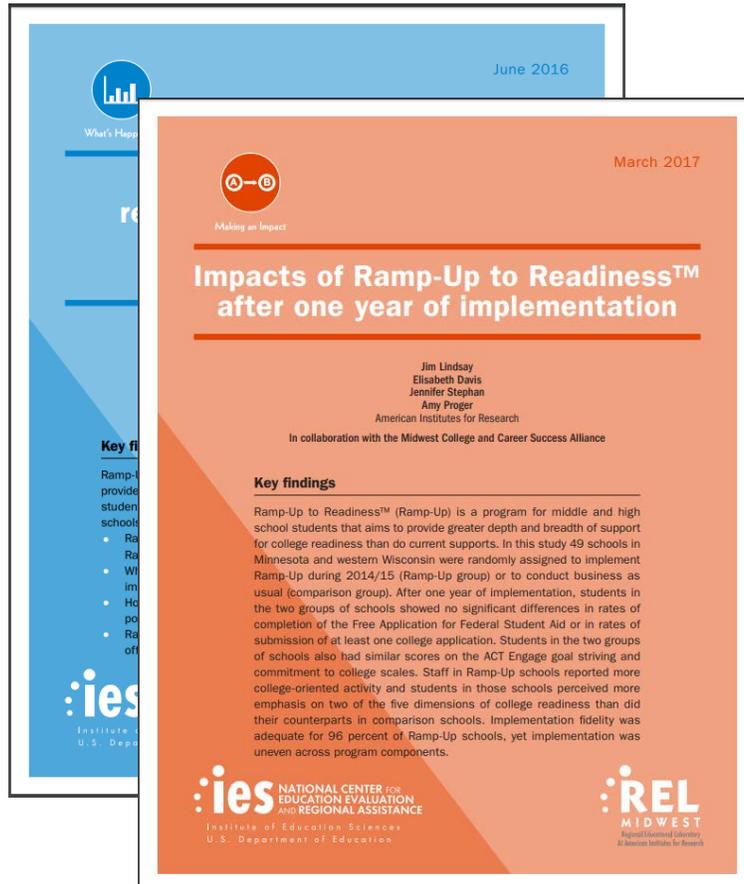
- Ramp-Up schools provided more emphasis on college readiness, and teachers in Ramp-Up schools provided more emphasis on four of five dimensions of readiness.
- When averaged across the Ramp-Up's core components, Ramp-Up schools' implementation scores met the developer's threshold for adequate fidelity.
- However, 8 of the 10 schools had difficulty with developing and monitoring students' postsecondary plans, which is one of Ramp-Up's core component processes.
- Ramp-Up schools' staff generally had a favorable view of the program and offered several ways to improve it.

**ies** NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE  
Institute of Education Sciences  
U.S. Department of Education

**REL** MIDWEST  
Regional Educational Quality Improvement Center  
An American Institutes for Research Center



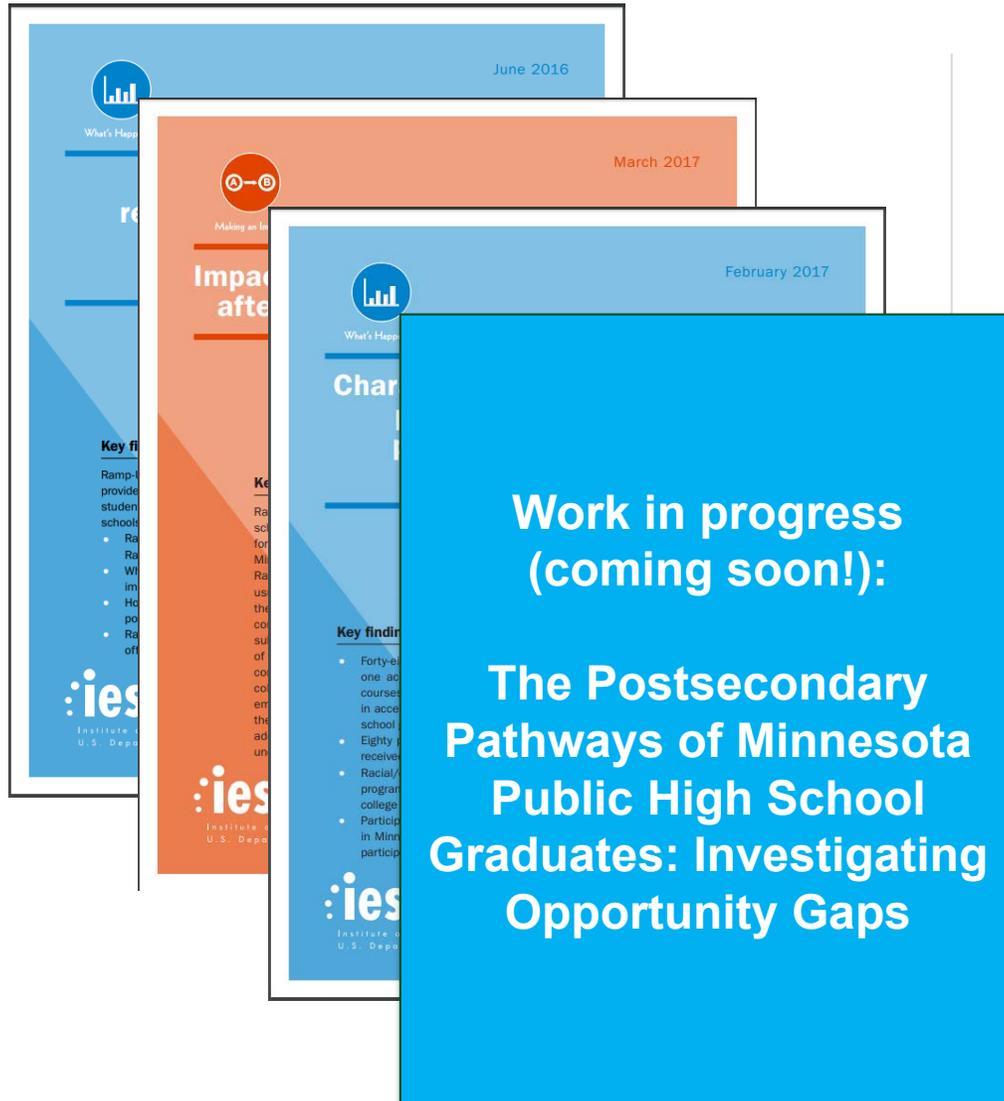
# Minnesota: College and career readiness and success



# Minnesota: College and career readiness and success



# Minnesota: College and career readiness and success



# Coaching on the Every Student Succeeds Act (ESSA) tiers of evidence in Ohio



**Navigating Evidence-Based  
Clearinghouses**  
Ohio Department of Education Literacy Academy

Lyzz Davis, PhD  
1/18 /18



# Coaching on the ESSA tiers of evidence in Ohio



**Navigating  
Clearing  
Ohio De**

Lyzz Dav  
1/18 /18

**Selecting Evidence-Based Practices**

**Ohio Department of Education Literacy Academy**

Lyzz Davis, PhD  
January 17, 2018



# Thank you!



Lyzz Davis

*Senior Researcher*  
*American Institutes for Research*  
[edavis@air.org](mailto:edavis@air.org)



Dr. La'Tara Osborne-Lampkin  
Associate in Research

# Florida Career Counseling with a Focus on Rural Schools



# PREPARING A CAREER-READY STUDENT

10  
Evidence-Based  
Practices for Career  
Counseling

The following practices were selected by REL Southeast Florida Career Readiness Research Alliance members after reviewing and discussing a literature review on effective career counseling practices.



## Preparing the Student

1. Establish work readiness behaviors and social skills (employability skills)<sup>1</sup>
2. Systematically explore the "career-related aspects" that promote better person-environment fit, including initial goal formation, exploratory actions, and computer-assisted career guidance programs<sup>2</sup>



## How Do We Teach?

3. Organize classes around a career goal<sup>3</sup>
4. Integrate instruction that demonstrates the relevance of course content to the world of work<sup>3</sup>
5. Assist students in formulating Individualized Learning Plans<sup>4</sup>



## Building School/ Career Networks

6. Encourage career days, work-related experiences (role-playing or job shadowing), and visits to postsecondary campuses<sup>5</sup>
7. Include work-based learning experiences such as internships, apprenticeships, and school-based enterprises<sup>6</sup>



## How Do We Counsel?

8. Increase access to various forms of accurate career planning information, including future employment expectations<sup>7</sup>
9. Create collaborative opportunities for school counselors, administrators, teachers, families, and community members to discuss career counseling with students<sup>8</sup>
10. Increase access to group or individual career counseling interventions, academic advising<sup>9</sup>



Information and materials for this presentation are supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences. In addition, the instructional practices and assessments discussed or shown in this presentation are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.



# Post-Secondary Success at Historically Black Colleges and Universities Partnerships in the Southeast



# Integrated Systems and Supports for Developmental Education Programs at Minority Serving Institutions





# Thank you!

## REL Appalachia



<https://ies.ed.gov/ncee/edlabs/regions/appalachia/>



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