



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

Dr. Helen Duffy, Senior Research Analyst, AIR

GeMar Neloms, Senior Technical Assistance Consultant , AIR

August / 13 / 2018



# Meet the Presenters



Helen Duffy, PhD

---

*Senior Research  
Analyst*



GeMar Neloms, MPA

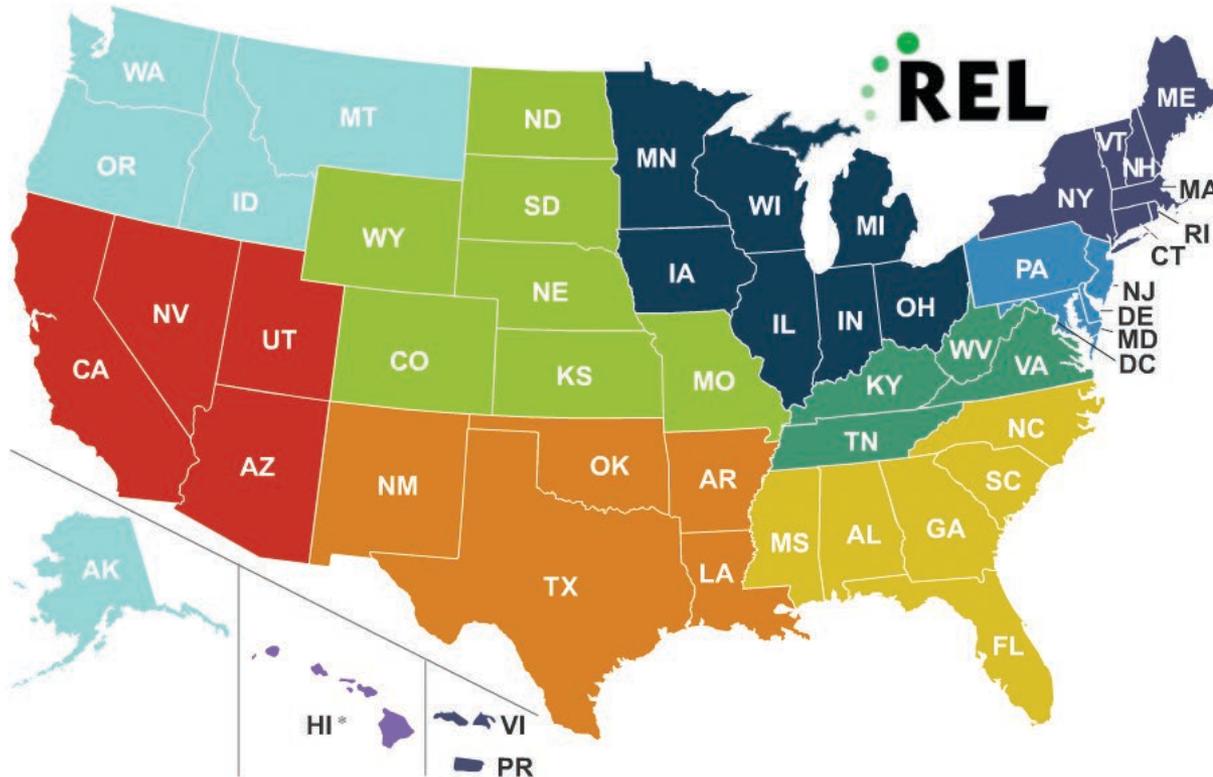
---

*Senior Technical  
Assistance  
Consultant*

# Agenda

1. Welcome and introductions
2. Review agenda and meeting goals
3. Introduction of employability skills
  - a. Introduction to the Employability Skills Framework
  - b. Integrating employability skills in the K–12 environment
4. Introduction to the Arkansas Employability Skills Indicators Matrix: A Proposed Tool
5. Next steps
6. Closing

# Regional Educational Laboratories



- |              |          |
|--------------|----------|
| Appalachia   | NW       |
| Central      | Pacific* |
| Mid-Atlantic | SE       |
| Midwest      | SW       |
| NE & Islands | 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.

# REL Mission

To support the use of **research and evidence** to help states and school districts **improve their education programs** and ultimately, **student performance**.

*This is accomplished by increasing individual and organizational capacity to access, understand, interpret, critique, apply, and/or conduct research within SEAs, LEAs, and other educational organizations.*

# How does REL Southwest do this work?

REL Southwest conducts its work through collaborative research partnerships with stakeholders in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

To address the priorities and interests of these states, REL Southwest supports six collaborative research partnerships.



# Research Partnerships

- College and Career Readiness
- Early Childhood Education
- English Learners
- Networked Improvement Communities
- School Improvement
- Teacher Preparation and Professional Development

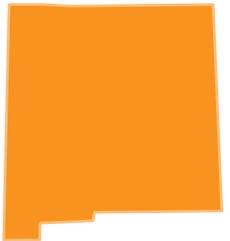
# REL Southwest Research Partnerships



Southwest College and Career Readiness Research Partnership (SWCCR)



Southwest Teacher Preparation and Professional Development Research Partnership (SWTPPD)



Southwest English Learners Research Partnership (SWEL)

# REL Southwest Research Partnerships



Southwest Early Childhood Education Research Partnership (SWECE)



Southwest Mathematics Educators Networked Improvement Community (SWNIC)



Southwest School Improvement Research Partnership (SWSI)

# **Introductions: My First Job**

# My First Job

Introduction activity:

1. Provide your name, agency/division, and position.
2. Share:
  - My first job was . . .
  - One skill or insight I lacked but wish I had possessed for that job
  - Something I learned from that job that still informs the work I do today

# Overview of Employability Skills

# Employability Skills Framework



HOME CALENDAR NEWSROOM

Legislation Grant Programs Accountability National Initiatives Resources Contact Us

## National Initiatives

- About National Initiatives
- Advancing Career Pathways
- Advancing Equity in CTE
- Career Pathways Systems
- Challenges and Prizes in CTE
- Credentials
- Employability Skills**
- High School CTE Teacher Pathway
- Juvenile Justice Reentry Education Program
- Pay for Success
- Programs of Study
- Skills on Purpose
- U.S. Presidential Scholars in Career and Technical Education Program
- Work-Based Learning

## Employability Skills



- 1. Building Employability Skills - for School - Jobs - Life 4:37
- 2. Employability Skills through Contextualized CTE 3:30

### QUICK LINKS

[Employability Skills Framework Handout \(PDF, 360 KB\)](#)

### OCTAE CONTACT

Robin Utz  
[Robin.Utz@ed.gov](mailto:Robin.Utz@ed.gov)  
(202) 245-7767

**Why Employability Skills?** Successful careers are built on solid personal and interpersonal skills. Defining, measuring, and building these skills— even naming them— can be challenging. In an effort to leverage and connect the efforts of policy makers, educators, and employers, the U.S. Department of Education compiled the Employability Skills Framework and developed related tools, media and resources.

### Explore the Framework



<https://cte.ed.gov/initiatives/employability-skills-framework>

# Defining Employability Skills



**Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.**

# What Are Employability Skills?

Employability skills: correlated with better hiring rates, success on the job, and earnings.

Lippman et al., 2015

Skills workers rely on most: interpersonal skills, critical thinking, and good written and spoken communications skills top the list.

PEW Research, 2016

Employers: employability skills are the most important set of skills.

NACE, 2018; Hart Research Associates, 2015

# Activity: Identifying Employability Skills

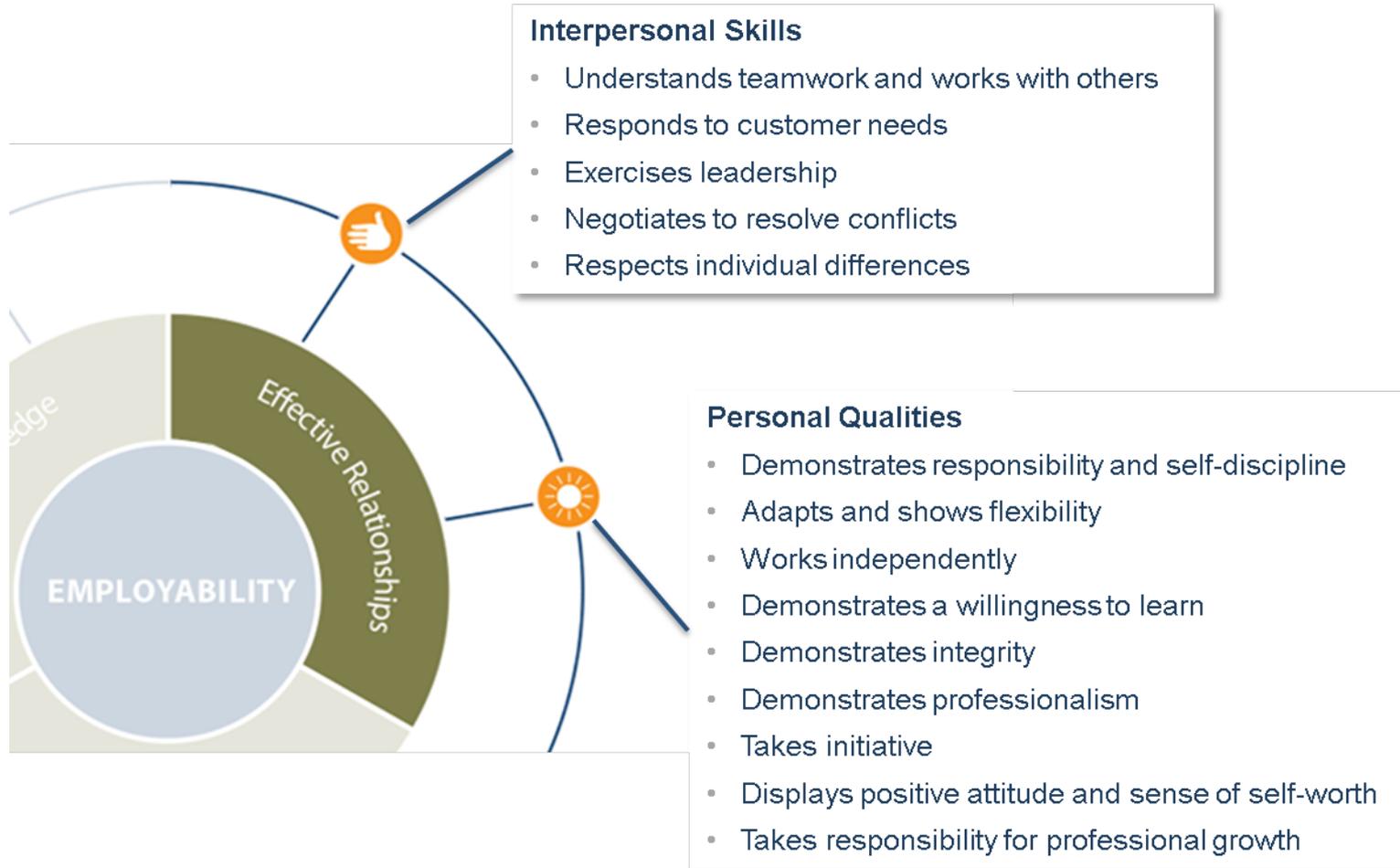
Brainstorm activity:

1. On your own, generate a list of your top five most important employability skills.
2. Record each skill on a sticky note.
3. Discuss your list with your table.
4. Remove duplicate skills.
5. Referencing your table's sticky notes, how would you distribute them across these categories?
  - Effective relationships
  - Workplace skills
  - Applied knowledge

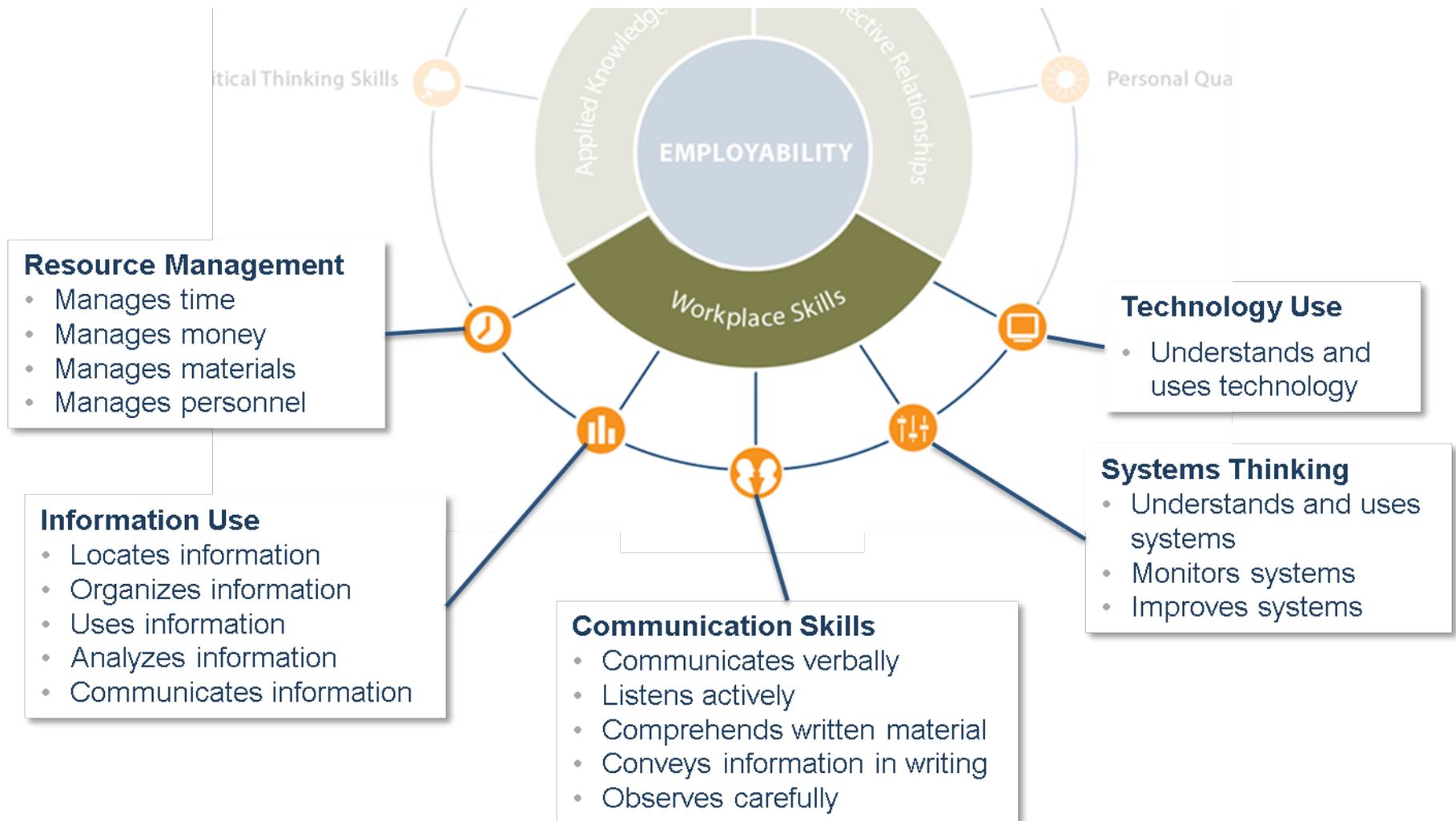
# Employability Skills Framework



# Effective Relationships



# Workplace Skills



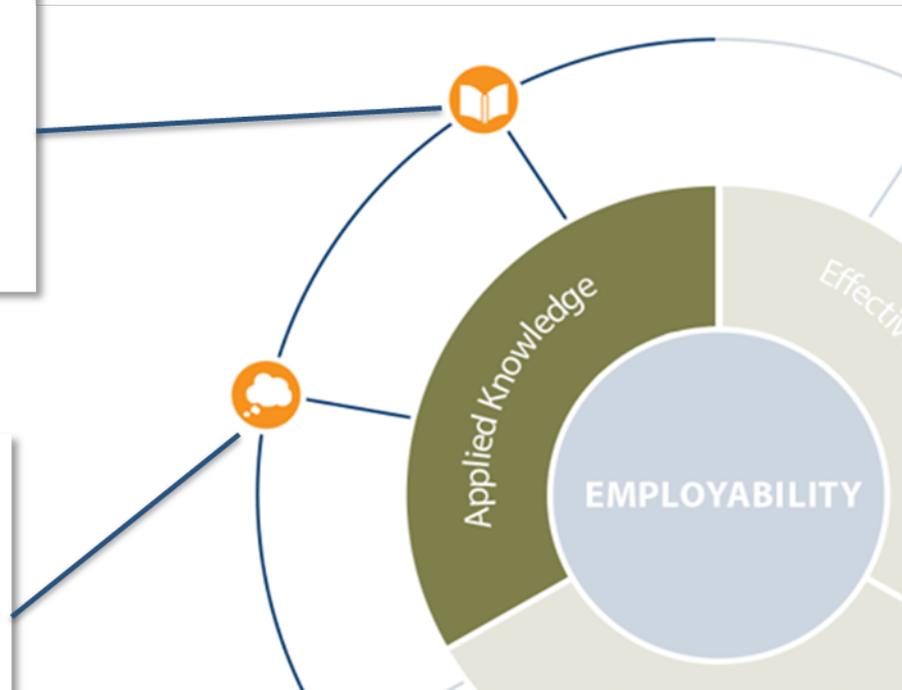
# Applied Knowledge

## Applied Academic Skills

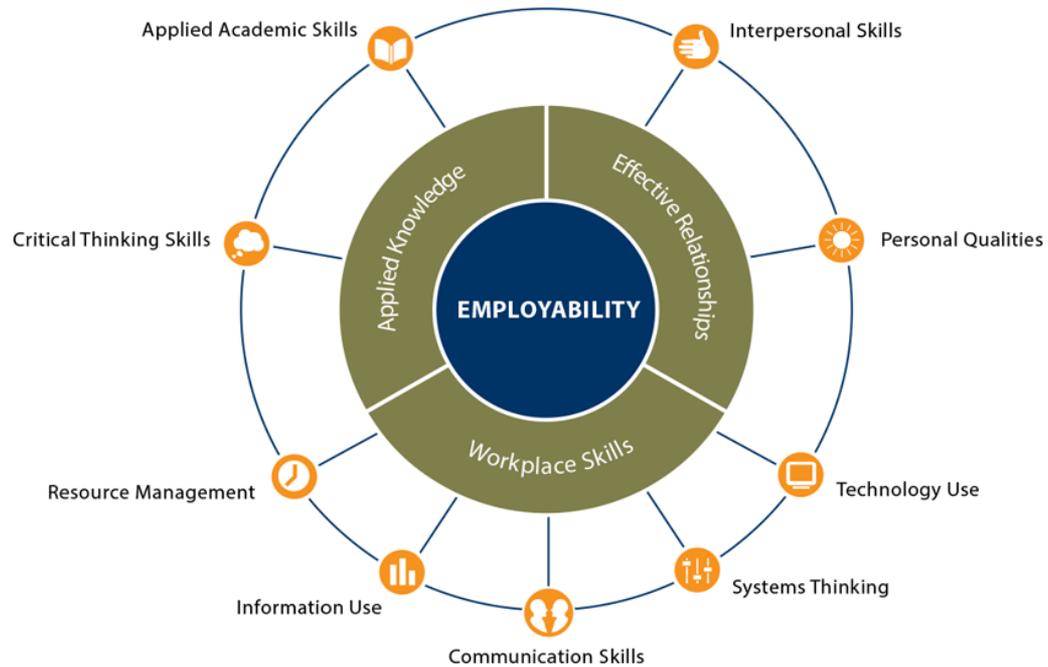
- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

## Critical Thinking Skills

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes



# Employability Skills Framework



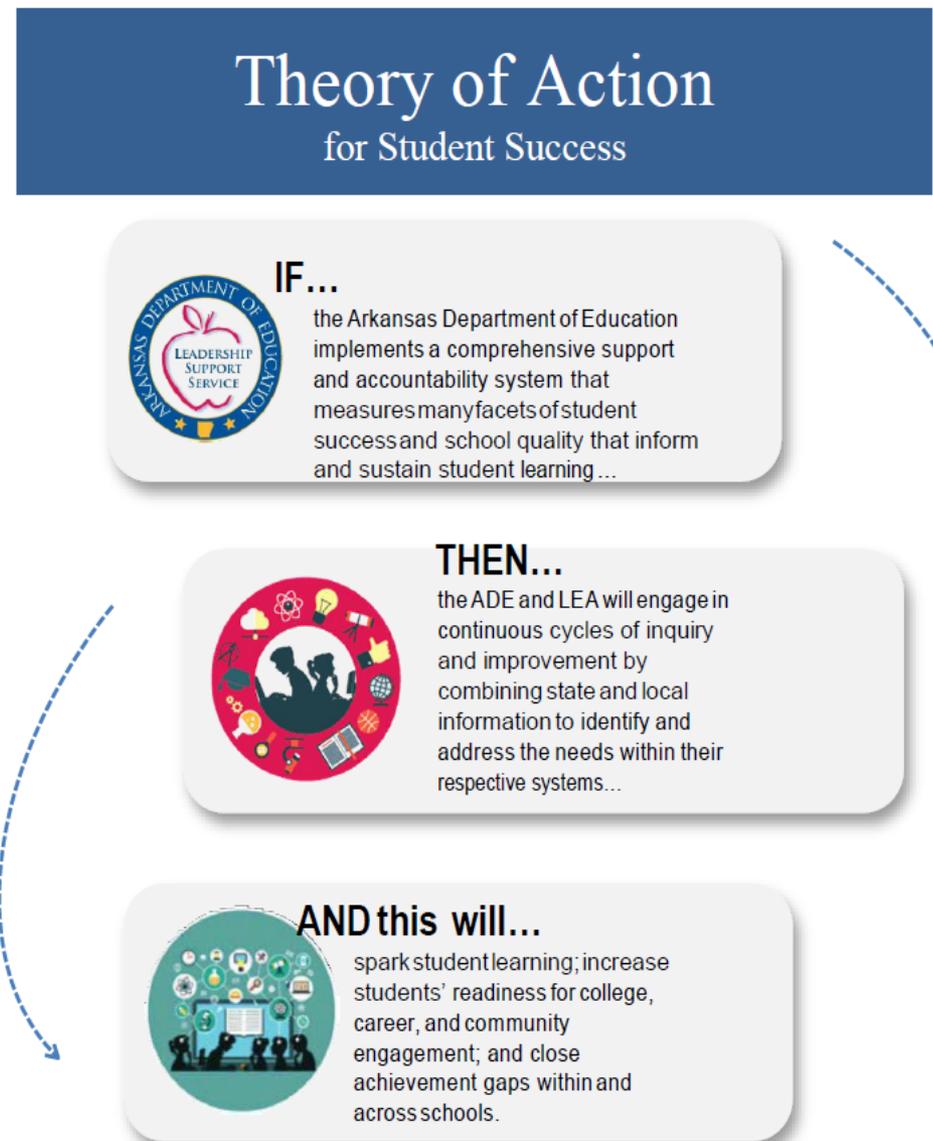
# Questions



# **Integrating Employability Skills in the K–12 Environment**

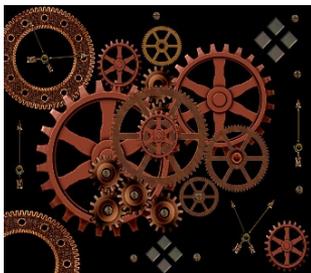
# Arkansas Theory of Action for Student Success (ADE, 2018)

Understanding, identifying, and integrating employability skills support the Theory of Action for Student Success



*Figure D. Illustration of the Arkansas Educational Support and Accountability System Theory of Action*

# Employability Skills in K–12: State Role



Highlight connections to key indicators and instructional initiatives.



Create collaboration opportunities and partnerships and communicate the importance.



Embed employability skills in professional development, preparation accreditation requirements, and evaluation activities.

# Employability Skills in K–12: District Level



Identify the most applicable employability skills and integrate them into instruction. Monitor the depth and breadth of skills in lessons.



Share what employability skills are and why it is important to call attention to them as they are being taught to students.



Help students communicate their own employability skills to employers.

# Overview of Proposed Tool: Employability Skills Indicators Alignment Matrix

# Overview: Alignment Matrix for ADE and Employability Skills

Employability skills	Skill attributes	What ADE Initiatives (current or planned) support these employability skills—for example, through desired outcomes, activities, partnerships?	What LEA indicator(s) could provide evidence that these skills are being mastered?	What ADE indicator(s) (current, piloting, or planned) could provide evidence that these skills are being mastered?	How are these indicators currently used? For what purpose? By whom (for example, principal, teacher, guidance counselor, student, parent, ADE, or other state agency)?	How do/might LEAs use local indicators for improvement (what decisions are/could be made using these indicators, what level of impact — student, school, district)? How do/might these indicators roll up into ADE accountability measures to demonstrate mastery and communicate progress to parents and other stakeholders?
----------------------	------------------	---	--	--	--	---

# Brainstorm

## Part 1

- “Shout out” existing ADE initiatives.
- Based on what you know about employability skills, name at least one skill that you think should be directly reflected in each initiative.
- Why?

## Part 2

- Using the employability skill provided, what SEA indicators do you think should encompass this employability skill?
- Why?

# Next Steps and Closing

# References

- ADE Arkansas Department of Education. (2018). *Every Student Succeeds Act Arkansas State Plan*. Little Rock, AR: Author.
- Center for Education and Workforce, 2016.
- Hart Research Associates. (2015). *Falling short? College learning and career success: Selected findings from online surveys of employers and college students*. Washington, DC: Hart Research Associates for the Association of American Colleges and Universities. Retrieved from <https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>
- Lippman, L. H., Ryberg, R., Carney, R., Moore, K. A., & Child Trends. (2015). *Workforce connections: Key “soft skills” that foster youth workforce success: Toward a consensus across fields*. Bethesda, MD: Child Trends. Retrieved from <http://www.childtrends.org/wp-content/uploads/2015/06/2015-24WFCSoftSkills1.pdf>
- Millennial Branding, 2014.
- NACE National Association of Colleges and Employers. (2018). *Job Outlook 2018 survey: Data for the Job Outlook 2018*. Retrieved from <http://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-look-for-on-students-resumes/>
- Pew Research. (2016). *The state of American jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead* (pp. 10–11, 22–24). Retrieved from [http://assets.pewresearch.org/wp-content/uploads/sites/3/2016/10/ST\\_2016.10.06\\_Future-of-Work\\_FINAL4.pdf](http://assets.pewresearch.org/wp-content/uploads/sites/3/2016/10/ST_2016.10.06_Future-of-Work_FINAL4.pdf)

# Thank you!



[https://ies.ed.gov/ncee/edlabs/  
regions/southwest/index.asp](https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp)



Follow us on Twitter!  
@ RELSouthwest



This presentation was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by American Institutes for Research. The content does not necessarily reflect the views or policies of the Institute of Education Sciences or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.