



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

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# Meet the Presenters



Helen Duffy, Ph.D.

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*Senior Research  
Analyst*



GeMar Neloms

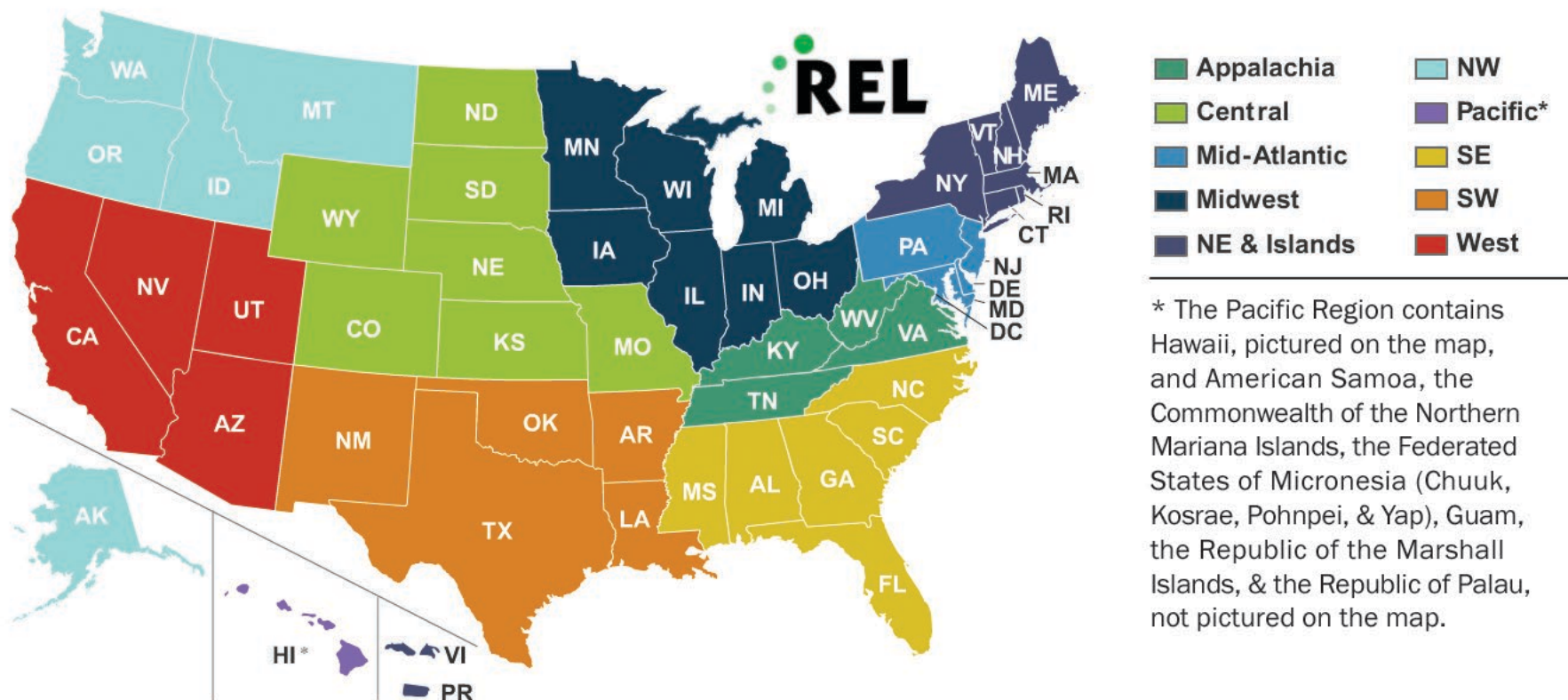
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*Senior Technical  
Assistance  
Consultant*

# Agenda

1. Welcome and introductions
2. Review agenda and meeting goals
3. Review goals of the regional educational laboratories (RELs) and the Southwest College and Career Readiness Research Partnership (SWCCR) in particular (connections between training series and applied research)
4. Reorient to the purpose of the proposed matrix tool
5. Complete and discuss matrix
6. Next steps and closing

# Regional Educational Laboratories



# 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 mission is accomplished by increasing individual and organizational capacity to access, understand, interpret, critique, apply, and/or conduct research within state education agencies, local education agencies, 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.



# REL Southwest Research Partnerships



Southwest College and Career Readiness (SWCCR) Research Partnership



Southwest Teacher Preparation and Professional Development (SWTPPD) Research Partnership



Southwest English Learners (SWEL) Research Partnership

# REL Southwest Research Partnerships



Southwest Early Childhood Education (SWECE) Research Partnership



Southwest Mathematics Educators Networked Improvement Community (SWNIC)



Southwest School Improvement (SWSI) Research Partnership



# Southwest College and Career Readiness Research Partnership

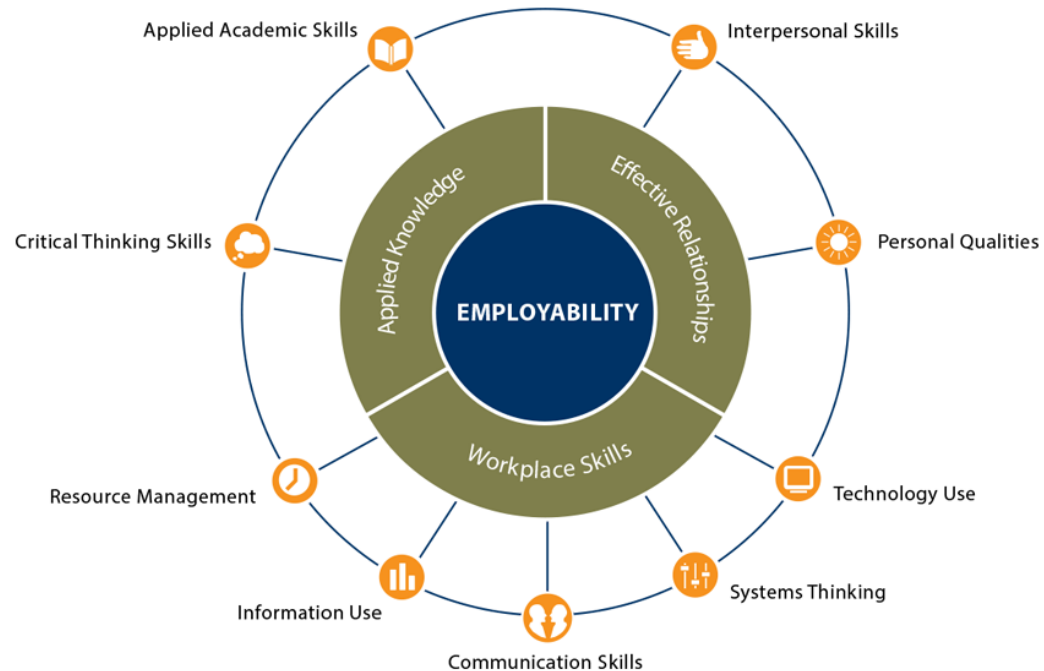
Training, Coaching, and Applied Research that is:



1. Intentionally driven by data and rigorous research
2. Intended to allow consideration of systems and success for developing and measuring CCR
3. Intended to allow consideration of augmentations in coming years

# Revisiting the Employability Skills Framework and proposed matrix

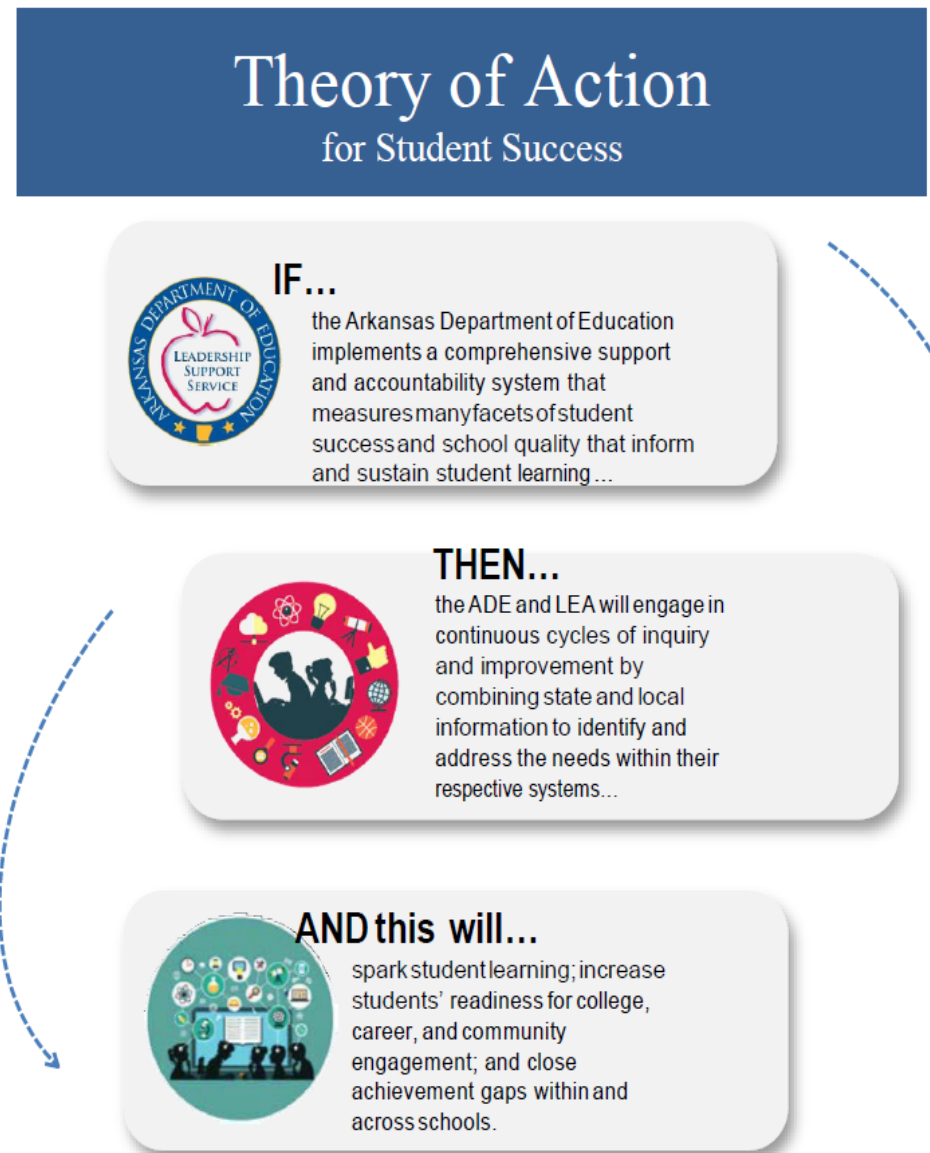
# Employability Skills Framework



# Why the Employability Skills Framework?

1. The Employability Skills Framework (ESF) is a research-based framework.
2. It includes the necessary skills for a wide range of postsecondary options.
3. The ESF emphasizes the application of academic knowledge to solve real-world problems.
4. It highlights the importance of navigating complex information systems.
5. The ESF suggests intersections between cognitive, intrapersonal, and interpersonal skills for deeper learning.

# Arkansas Support and Accountability System theory of action



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

# Why the proposed matrix?

1. Align ADE's current and planned indicators with a research-based framework.
2. Consider how local data can provide leading indicators aligned with ADE measures.
3. Discuss the ways these alignment activities can help bring ADE's Support and Accountability System from theory to action.

**Review the matrix  
tool: Filling in the  
gaps**



# 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, or partnerships? | What local indicators could provide evidence that these skills are being mastered? | What ADE indicators (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 local agencies 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

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

Reverse the Brainstorm:

- Pick one or two employability skills
- What SEA indicator do you think should encompass this skill?

# Filling in the gaps

1. Count off in pairs.
2. Select one of the three ESF components and, using your expertise and knowledge of the Arkansas context, fill in as many of the gaps as possible.
3. As you examine skills, consider, for example, how/where/if initiatives at the state level explicitly or implicitly support this skill.

When you are done, we will share with the larger group.

Group members react, respond, and add additional indicators as warranted.

# Discussion

1. What do you notice about the matrix?
2. Where are state initiatives and indicators strongly aligned to the ESF?
3. Where are local indicators strongly aligned with the ESF?
4. Are there future ADE initiatives that would likely address any gaps?
5. Are there other ways can you imagine adapting this tool for your colleagues within ADE or local education agencies?

# Next steps and closing

# Thank you!



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



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