



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

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December 5, 2018



Meet the presenter



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Agenda

1. Welcome and introductions
2. Review agenda and meeting goals
3. Goals of the Regional Educational Laboratories (RELs) and the Southwest College and Career Readiness Research (SWCCR) Partnership in particular
4. Reorient to the purpose of the proposed matrix tool and review Session 2 results
5. Strategize on the matrix as a potential tool for ongoing Arkansas Department of Education (ADE) work and local education agency (LEA) support
6. Next steps and closing

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.

Southwest College and Career Readiness Research Partnership

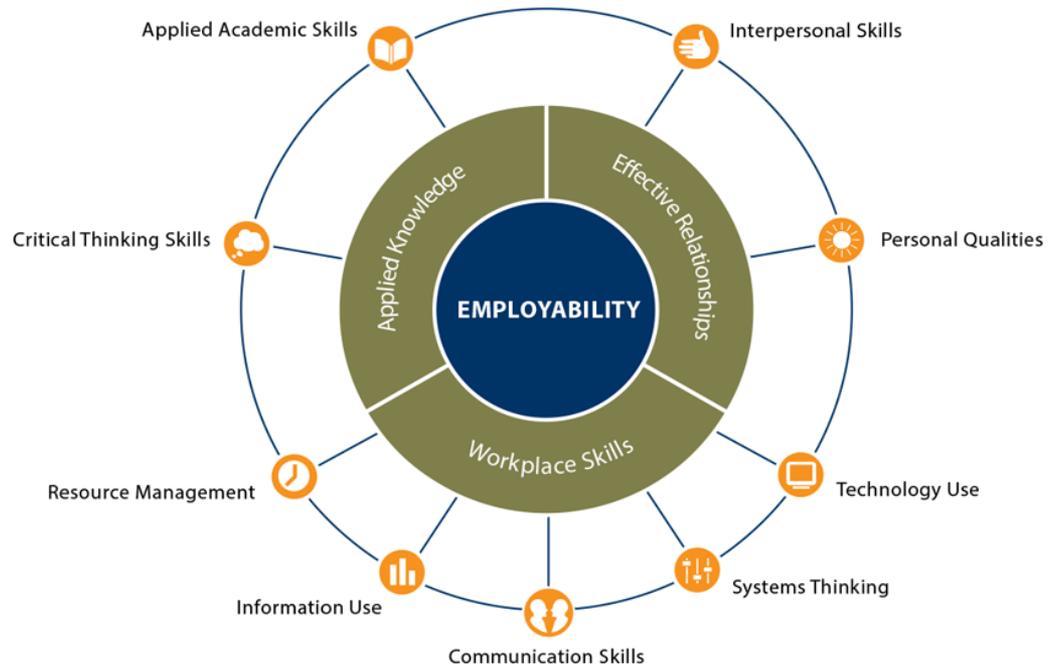


Technical support, applied research, and dissemination that is:

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

Revisiting the Employability Skills Framework and proposed matrix

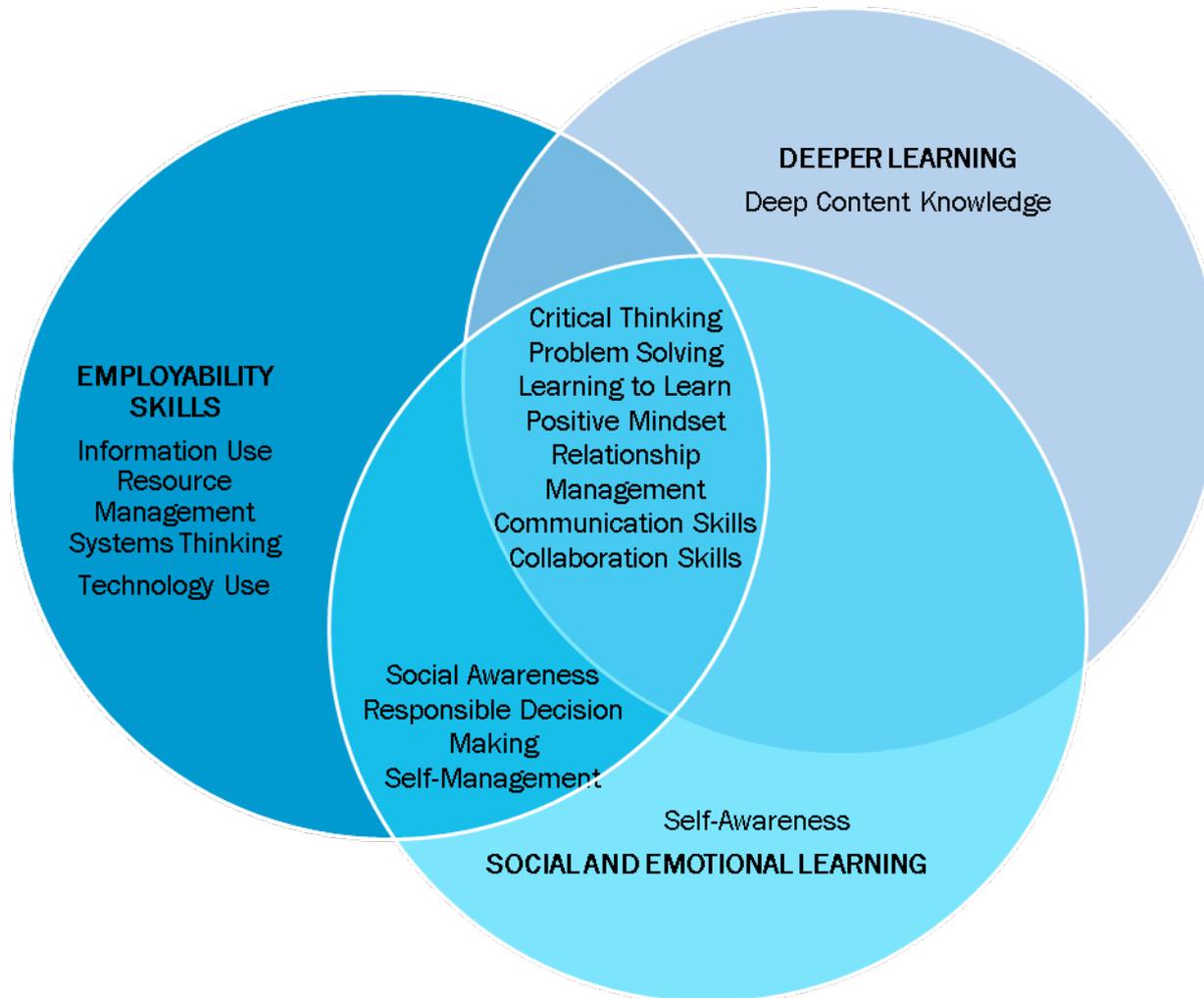
Employability Skills Framework



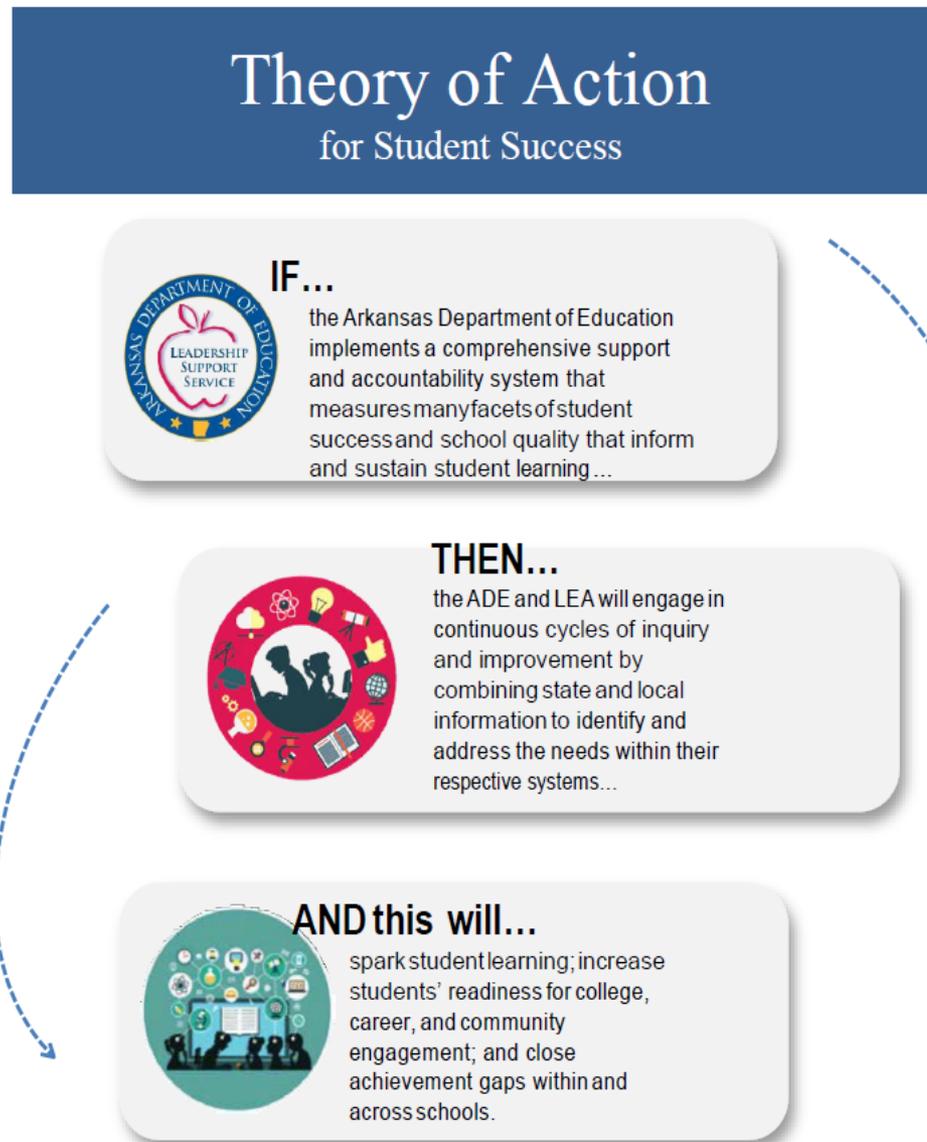
Why the Employability Skills Framework?

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.

Crosswalk of employability, deeper learning, and social-emotional skills



Arkansas Educational Support and Accountability System theory of action



Theory of Action for Student Success



IF...

the Arkansas Department of Education implements a comprehensive support and accountability system that measures many facets of student success and school quality that inform and sustain student learning...



THEN...

the ADE and LEA will engage in continuous cycles of inquiry and improvement by combining state and local information to identify and address the needs within their respective systems...



AND this will...

spark student learning; increase students' readiness for college, career, and community engagement; and close achievement gaps within and across schools.

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

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?

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 Educational Support and Accountability System from theory to action.

Examining the matrix from Session 2

1. What do you notice about the matrix as it stands right now?
2. Do ADE staff see value in continuing to use the ESF as part of the REL Southwest support activities? Or would ADE staff recommend projects that do not feature the ESF?
3. Are there revisions to this tool you might suggest that would make it more useful for any of these purposes?

Strategizing for 2019 and beyond

- ADE initiatives
 - How do state initiatives explicitly or implicitly support the skills listed in the matrix?
 - How might this tool be used to support implementation of these initiatives?
- ADE and the supports it provides to LEAs
 - How can this tool be used by ADE staff with the LEAs they support?
- Priorities for indicators A, B, and C
 - How can this tool guide decisions about prioritizing indicators A, B, and C?

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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