

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

December 5, 2018
9:00–11:30 a.m. CT

Objectives:

1. Review the matrix completed during Session 2 and discuss observations.
2. Discuss the possibilities of and strategies for using the matrix as a tool to support alignment of the Employability Skills Framework (ESF) with Arkansas Department of Education (ADE) initiatives and local agency indicators.
3. Consider ADE priorities for indicators A, B, and C, and how these align with ongoing initiatives in the state.
4. Discuss ideas for additional support, including but not limited to a continuing focus on indicators and ESF and who might attend.

Agenda

Time	Activity
9:00–9:10 a.m. CT	Welcome, Introductions, Review Agenda and Parking Lot
9:10–9:20 a.m.	<ol style="list-style-type: none"> 1. Briefly review the goals of the Regional Educational Laboratory (REL) and the Southwest College and Career Readiness (SWCCR) Partnership in particular. (Dr. Duffy, REL Southwest project lead) <ol style="list-style-type: none"> a. Questions b. Discussion 2. Review the connections between the applied research activity and the training sessions; clarify the purposes of training activities and the connections to the ESF in particular. (Duffy) <ol style="list-style-type: none"> a. Questions b. Discussion
9:20–10:15 a.m.	<ol style="list-style-type: none"> 1. Review the matrices that participants completed during Session 2. (Duffy) <ol style="list-style-type: none"> a. What do you notice? 2. Refer to the list of the group’s reflections from Session 2, review the matrix as a group, and explore implications for: <ol style="list-style-type: none"> a. ADE initiatives <ol style="list-style-type: none"> i. How do state initiatives explicitly or implicitly support the skills listed in the matrix? ii. How might this tool be used to support implementation of these initiatives? b. ADE and the supports it provides to local education agencies (LEAs)

Time	Activity
	<ul style="list-style-type: none"> i. How can this tool be used by ADE staff with the LEAs they support? c. Priorities for indicators A, B, and C <ul style="list-style-type: none"> i. How can this tool guide decisions about prioritizing indicators A, B, and C? d. Are there revisions to this tool that you might suggest that would make it more useful for any of these purposes?
10:15–10:30 a.m.	BREAK
10:30–11:15 a.m.	<ul style="list-style-type: none"> 1. REL Southwest staff present one or two options for follow-up activities for consideration and discussion. Questions to consider: <ul style="list-style-type: none"> a. 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? b. Do we have the right people (or a full enough set of people from a range of ADE offices) for these conversations? As we envision next iterations of REL Southwest’s support to Arkansas, are there others who need to be brought into the conversation about frameworks and indicators of college and career readiness? c. What information channels and mechanisms does ADE currently have in place for helping local districts collect, organize, and interpret college and career readiness indicators? What supports or initiatives is ADE planning for schools, families, and students in light of these indicators? d. Are there additional information channels or mechanisms that ADE and local districts should be trying to develop? e. Are there ways in which REL Southwest can assist, either with the content of information sharing or the mechanisms of information sharing? f. What additional supports or resources would be helpful to assist ADE in providing guidance to LEAs as they think about using the framework, indicators, and/or matrices? g. What tools will support use of indicators at both state and local levels? 2. Participants react, respond, and add activities for consideration for 2019.
11:15 a.m.–11:30 a.m.	Next Steps and Closing (Duffy)