Defining Future-Ready Graduates with Your Communities

Michael Flory,
Research Scientist, REL Appalachia

August 26 & 27, 2015
Hazard, KY
Overview

• Introduce REL Appalachia as a resource in work around future-ready graduates
• Describe research-based frameworks for defining and supporting future-ready graduates
• Provide tools for organizing feedback from communities around definitions
Regional Educational Laboratory (REL) Program

- RELs provide regional support for:
  - Applied research and evaluation.
  - Technical support and information sharing to build capacity to use data for improved education outcomes.
REL Appalachia’s Mission

• Meet the applied research and technical support needs of Kentucky, Tennessee, Virginia, and West Virginia.

• Bring evidence-based information to policymakers and practitioners:
  – Provide support for a more evidence-reliant education system.
  – Inform policy and practice for states, districts, schools, and other stakeholders.
  – Focus on high-priority, discrete issues and build a body of knowledge over time.
How We Work: Research Alliances

• What is a research alliance?
  – A partnership between education stakeholders and REL Appalachia.

• What is the purpose of a research alliance?
  – As partners, REL Appalachia and alliance members develop and carry out a research and analytic technical assistance agenda on priority topics.

• Who are the education stakeholders in an alliance?
  – May include representatives from one or more schools, divisions, state education agencies, and other organizations (e.g., colleges and universities).

• Kentucky College and Career Readiness Alliance (KyCCRA)
  – Partnership among REL Appalachia, 7 regional cooperatives including KVEC, KDE, and CPE
College and Career Readiness and Success Frameworks


College and Career Readiness and Success Center

- The College and Career Readiness and Success Organizer
  - Breaks down components
  - Many supplemental products and reports
The Complexity of College and Career Readiness

- David Conley
- Emphasis on career components
Consortium on Chicago School Research

- *Foundations for Young Adult Success: A Developmental Framework*
  - Builds up comprehensive, interwoven framework
Documenting Community Feedback

• Document the process
  – Number of stakeholders providing feedback
  – Role groups represented
  – Feedback collection process format (e.g., focus group, survey, etc.)

• Document results
  – Changes, additions, and deletions to district definitions suggested by participants
  – Numbers and/or percentages of responses supporting revisions
Tools for Collecting Community Feedback

- Tools in packet are based on combination of previous frameworks
- Multiple options
  1. Basic collector—May be useful for brainstorming or town halls
  2. Collector with columns—May help organize initial thoughts or after an event
  3. Open response form—Could be used as survey or posted online

- Do not get hung up on labels → Key is to get information on paper and organize
Tool 1: Basic Tool

Defining Future-Ready Graduates

1. **KNOWLEDGE** (Sometimes also referred to as Academic Content or Content Knowledge)

2. **PATHWAY KNOWLEDGE** (Sometimes also referred to as Transition Knowledge & Skills)

3. **SKILLS** (Sometimes also referred to as Lifelong Learning Skills, Cognitive Strategies, or Competencies)

4. **DISPOSITIONS** (Sometimes also referred to as Mindsets)

---


## Tool 1: Basic Tool (Sample)

### Defining Future-Ready Graduates

**KNOWLEDGE** (Sometimes also referred to as Academic Content or Content Knowledge)

**Possible sample elements from stakeholders:**
- Algebra II
- Basic proficiency reading/speaking a foreign language
- Kentucky history
- Beyond state standards, can apply facts to solve problems.

**PATHWAY KNOWLEDGE** (Sometimes also referred to as Transition Knowledge & Skills)

**Possible sample elements from stakeholders:**
- How to apply to college/job
- How to search for college/job
- How to apply for financial aid
- Knowledge of various career opportunities (general & local), associated education requirements, & earning potential
Tool 2: Columns

### Defining Future-Ready Graduates

**Number of attendees:**
- [ ] Teachers
- [ ] Administrators
- [ ] Counselors
- [ ] College staff
- [ ] Parents
- [ ] Students
- [ ] Business/Community
- [ ] Other: _________

**KNOWLEDGE** (Sometimes also referred to as Academic Content or Content Knowledge)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Feedback</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**PATHWAY KNOWLEDGE** (Sometimes also referred to as Transition Knowledge & Skills)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Feedback</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

www.relappalachia.org
Defining Future-Ready Graduates

Number of attendees: ________________

___ Teachers  ___ Administrators  ___ Counselors  ___ College staff
___ Parents  ___ Students  ___ Business/Community
___ Other: ____________________________________________

| KNOWLEDGE (Sometimes also referred to as Academic Content\(^1\) or Content Knowledge\(^2\)) |
|-----------------------------------------------|-----------------|-----------------|
| Elements                                      | Feedback         | Revision         |
| 1. Column to be completed in advance by district. | 1. To be completed at an event, by attendee. OR 2. To be completed by district after event to summarize feedback. | 1. To be completed at an event, by attendee. OR 2. To be completed by district after event to summarize revisions. |
| 2. Algebra II                                 | This doesn’t seem necessary. More important to solve problems in general than to “find X.” | Solve mathematical problems. |
| 3. Basic proficiency reading/speaking a foreign language | Agreed. | No change. |
| 4. Kentucky history                           | Agreed           | No change        |
| 5. Beyond state standards, can apply facts to solve problems. | Agreed. | No change. |
| 6.                                            |                  |                  |
| Other ideas                                   | I want hands-on knowledge rooted in community contexts. |
Tool 3: Survey Tool

Defining Future-Ready Graduates

Rel Appalachia express your interest in the future of our students.

CNA

Survey Tool

Form for feedback on proposed definitions of college and career readiness. We want these definitions to capture the complete picture of a student who will be ready to succeed after graduating high school. Below are several characteristics and skills that we believe are important for future success. We would appreciate your feedback on these characteristics and skills, as well as suggestions for other items that we did not include.

What is your current role? Check all that apply.
- [ ] Teacher
- [ ] Administrator
- [ ] Counselor
- [ ] College staff
- [ ] Student
- [ ] Business/Community
- [ ] Other:

Knowledge

1. How important is the following knowledge for readiness and success of graduates?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What revisions to the above knowledge would you make?

3. What additional knowledge do you consider important for future success of high school graduates?

Pathway Knowledge

4. How important is the following Pathway Knowledge for readiness and success of graduates?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What revisions to the above Pathway Knowledge would you make?

6. What additional Pathway Knowledge do you consider important for future success of high school graduates?

Skills

7. How important are the following skills for readiness and success of graduates?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What revisions to the above skills would you make?

9. What additional skills do you consider important for future success of high school graduates?

Dispositions

10. How important are the following dispositions for readiness and success of graduates?
Tool 3: Survey Tool (Sample)

Defining Future-Ready Graduates

(Our district—Fill in name here) is soliciting comments and feedback on proposed definitions of college and career readiness. We want these definitions to capture a complete picture of a student who will be ready to succeed after graduating high school. Below are several characteristics and skills that we believe are important for future success. We would appreciate your feedback on these characteristics and skills, as well as suggestions for other items that we did not include.

What is your current role? Check all that apply.
☐ Teacher = 5   ☐ Administrator = 2   ☐ Counselor = 3   ☐ College staff = 0
☐ Parent = 10   ☐ Student = 15   ☐ Business/Community = 20
☐ Other = 12

Knowledge

1. How important is the following knowledge for readiness and success of graduates?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Not important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra II</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Basic proficiency reading/speaking a foreign language</td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Kentucky history</td>
<td>25%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Beyond state standards, can apply facts to solve problems</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

2. What revisions to the above knowledge would you make?

Free response question.

Possible summary: 10 people suggested changing Kentucky history to Civic awareness.

3. What additional knowledge do you consider important for future success of high school graduates?

Free response question.

Possible summary: 12 of 15 students would include physical education

Pathway Knowledge

4. How important is the following Pathway Knowledge for readiness and success of graduates?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Not important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to apply to college/job</td>
<td>25%</td>
<td>15%</td>
<td>30%</td>
<td>5%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Next Steps

• Use information from earlier in the day and from frameworks to craft a picture of future-ready graduates.
• Gather feedback from communities about specific definition elements using available tools.
• Reflect and revise based on feedback.
Connect with Us!

www.relappalachia.org

@REL_Appalachia

Michael Flory
FLORYM@CNA.ORG
703-861-9557

Patty Kannapel
KANNAPELP@CNA.ORG
502-581-0324