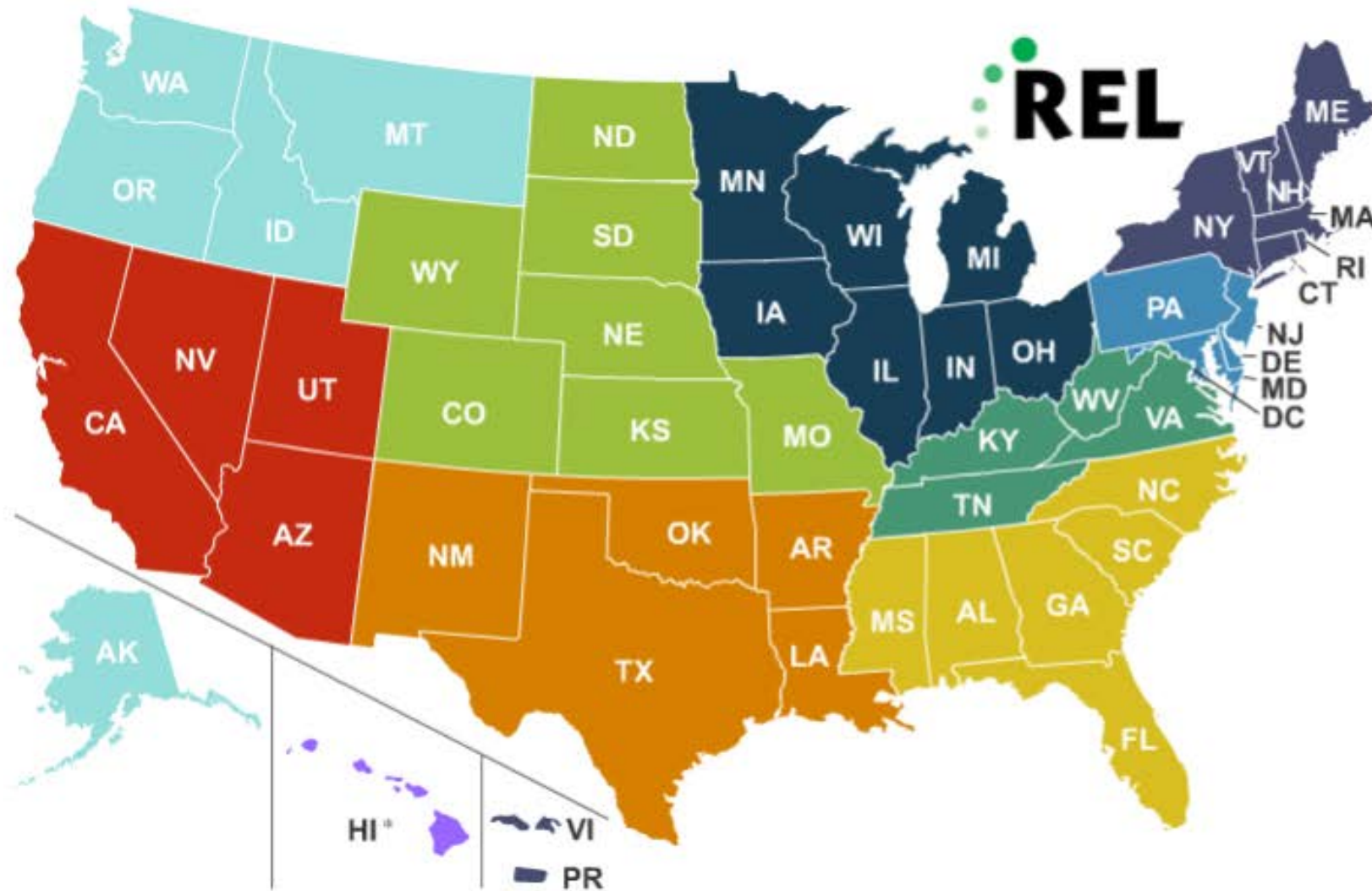


Regional Educational Laboratories in Appalachia: Putting Research into Action

Appalachian Higher Education Network Conference
June 20, 2018



The Regional Educational Laboratories

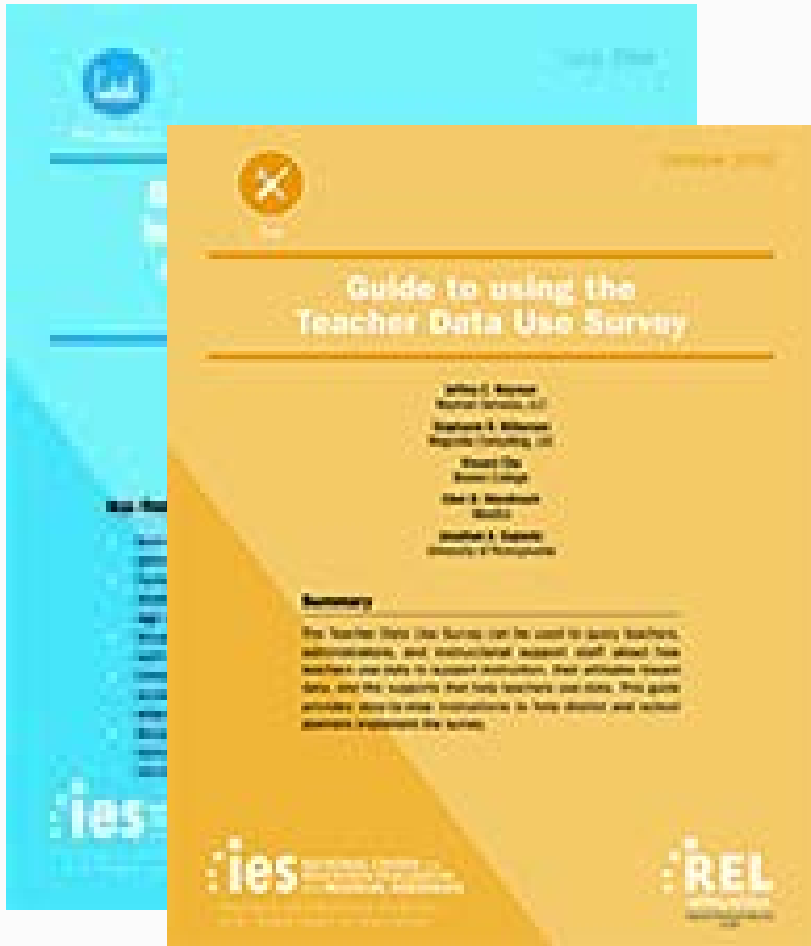


Appalachia	NW
Central	Pacific*
Mid-Atlantic	SE
Midwest	SW
NE & Islands	West

* 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



- Appalachia
- Mid-Atlantic
- Midwest
- NE & Islands
- SE



West Virginia's CTE initiative Simulated Workplace

provides students with real-world, classroom-based experiences and prepares them for **high-demand jobs** through training and certification programs in a variety of **CTE pathways**.



Students with greater exposure to CTE are more likely to:³

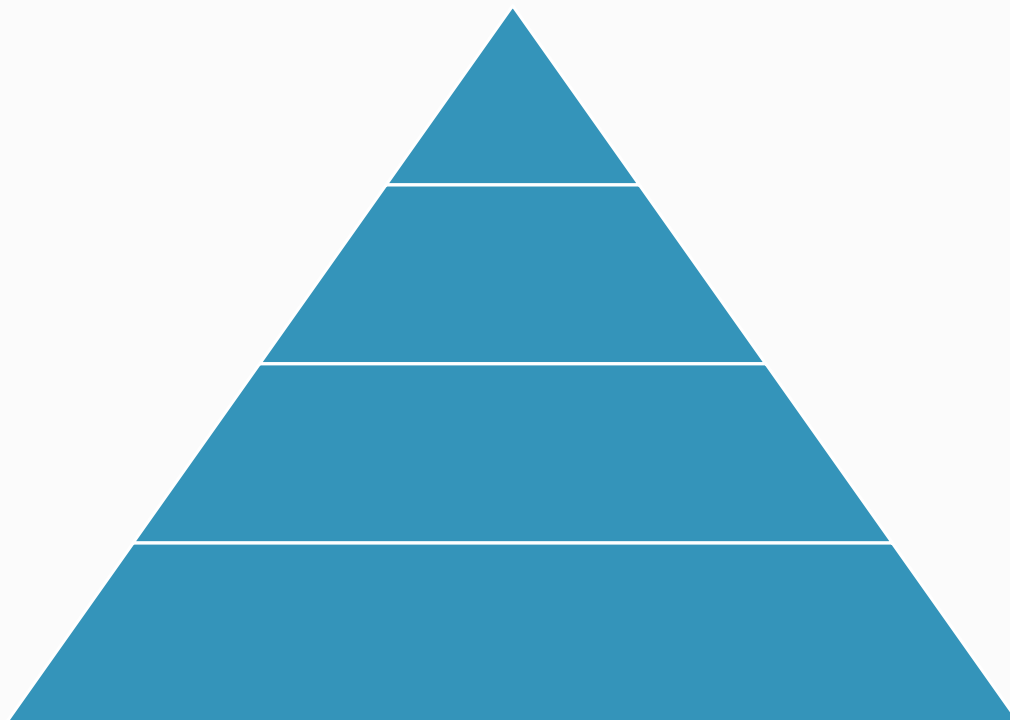




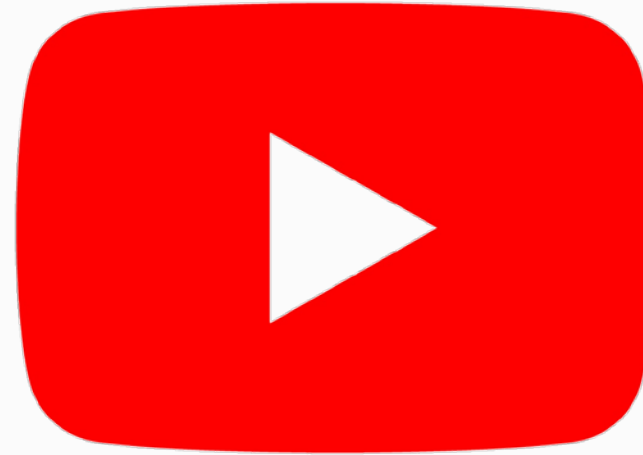


**Ask A REL
Reference Desk**

**Supporting
implementation of
ESSA's evidence
provisions**



**Just-in-Time
Studies**





Dr. Deborah Jonas
Director

Inputs

Funding

Data
systems/
tools

Human
capital

Regional
Educational
Laboratory

Strategies

Interagency and cross-sector
collaborations

College-going culture

Academic
preparation

Financial, logistical,
and socio-emotional
preparation

Resources, supports, and guidance

Short-Term Outcomes

Interagency and cross-sector coordination and alignment

Academic outcomes

College-going culture outcomes

Long-Term Outcomes

Enrollment, persistence,
and completion of
postsecondary education
and training programs

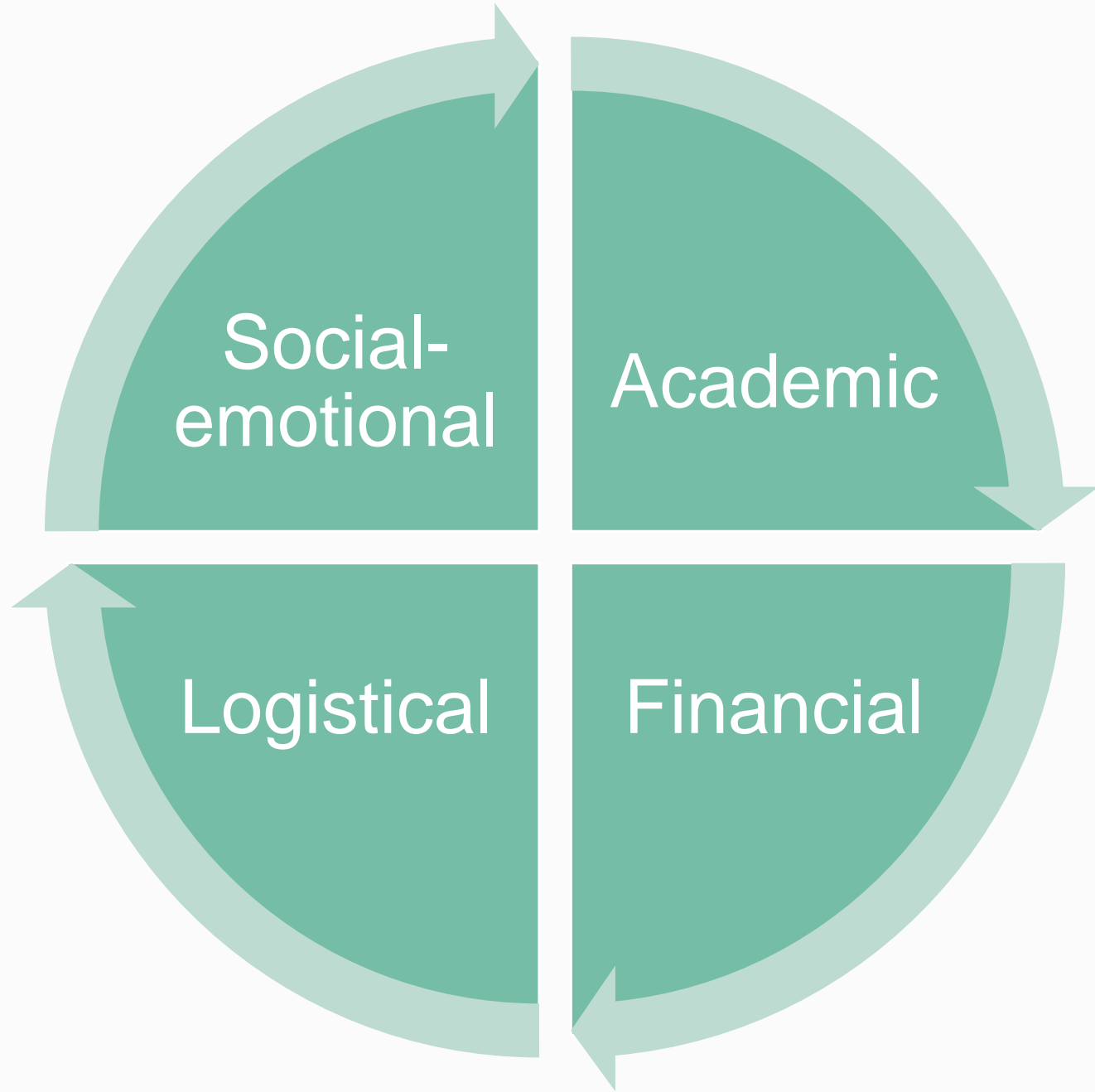
Family, community, and
institutional collaboration
and support

Impact

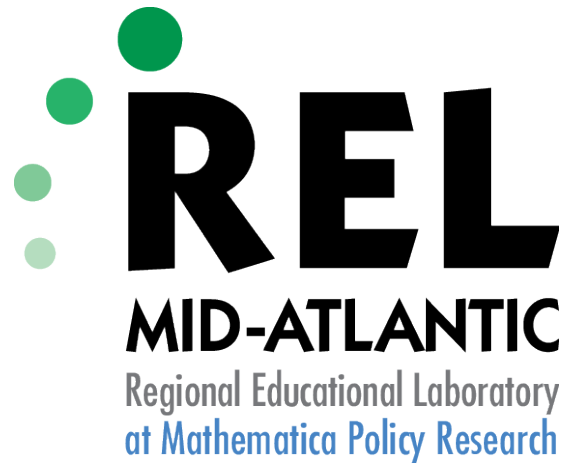
Increased percentage of the working-age population has a postsecondary credential with skills, knowledge, and experience to be “life ready.”





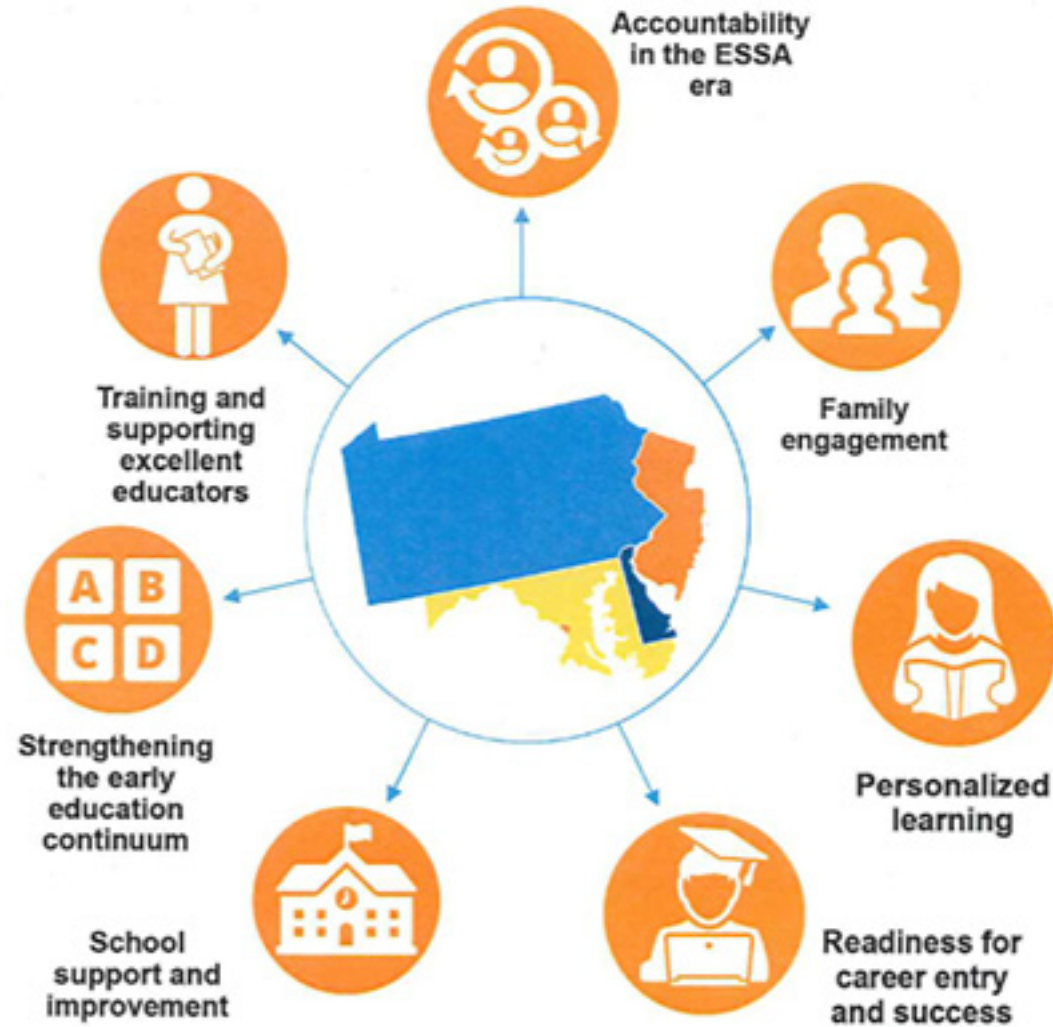


Regional Educational Laboratory Mid-Atlantic



Dr. Brian Gill, Director

Our Region and Research Alliances



Regional Educational Laboratory Mid-Atlantic

Alliance Members

Jackie Foor, Consortium for Public Education

Ken Bissell, Greensburg Salem School District

Stephen Whitehead, California University
of Pennsylvania

Laura Fisher, Allegheny Conference

Janice Nuzzo, Allegheny Valley School District

Sunanna Chand, Remake Learning Council

Scott Nelson, Blackhawk High School

Abby Smith, Team Pennsylvania Foundation



Examining Competencies Needed by the Region's Employers—soft skills



Communication

- Write and speak clearly
- Maintain a conversation
- Give feedback
- Summarize what you know



Motivation

- Take initiative
- Have a strong work ethic
- Persevere through challenges
- Learn on your own
- Maintain a positive attitude



Self-Management

- Stay organized
- Manage your time
- Act professionally: be on time, be prepared, and do your work
- Be accountable for your actions



Teamwork

- Collaborate with others
- Be a good listener
- Have empathy



Problem Solving

- Think critically
- Be flexible
- Be adaptable and resourceful



Examining Competencies Needed by Employers— STEM and English language practices



Examining Competencies Needed by Employers—Using a Rubric

CATEGORY	ENGLISH LANGUAGE ARTS CAPACITIES ❖ Do program materials indicate that the program promotes English language arts capacities required for entry level health care and energy sector jobs?
-----------------	--

CATEGORY	SCIENCE AND ENGINEERING PRACTICES ❖ Do program materials indicate that the program promotes relevant science and engineering practices required for entry level health care sector jobs?
-----------------	--

CATEGORY	TECHNOLOGY PRACTICES ❖ Do program materials indicate that the program promotes relevant technology practices required for entry level health care sector jobs?
-----------------	--

CATEGORY	MATHEMATICAL PRACTICES ❖ Do program materials indicate that the program promotes relevant mathematical practices required for entry level health care sector jobs?
-----------------	--

CATEGORY	SOFT SKILLS ❖ Do program materials indicate that the program promotes relevant soft skills required for entry level health care sector jobs?
-----------------	--

Adapted from “STEMworks” (Change the Equation) and “Project Deeper Learning” (Hewlett Foundation).



College and career readiness at REL Midwest

Lyzz Davis

6 / 20 / 18



REL Midwest states





REL Midwest Research Alliances

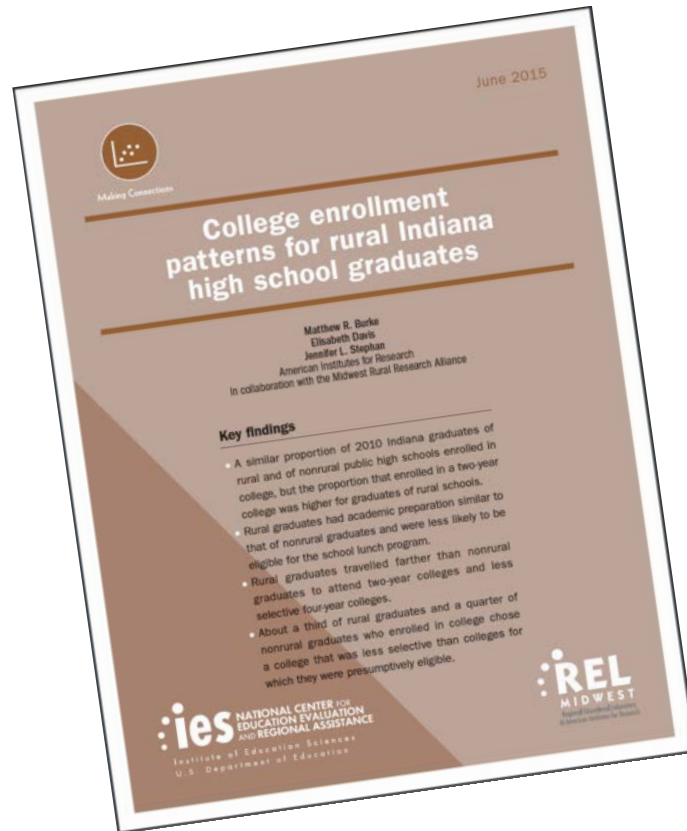
Midwest Alliance to Improve Teacher Preparation – MI
Midwest Achievement Gap Research Alliance – WI
Midwest Early Childhood Education Research Alliance – IL
Midwest Alliance to Improve Knowledge Utilization – MI, OH, WI
Midwest Career Readiness Research Alliance – MN

Other partnerships in Ohio, Indiana, and Iowa

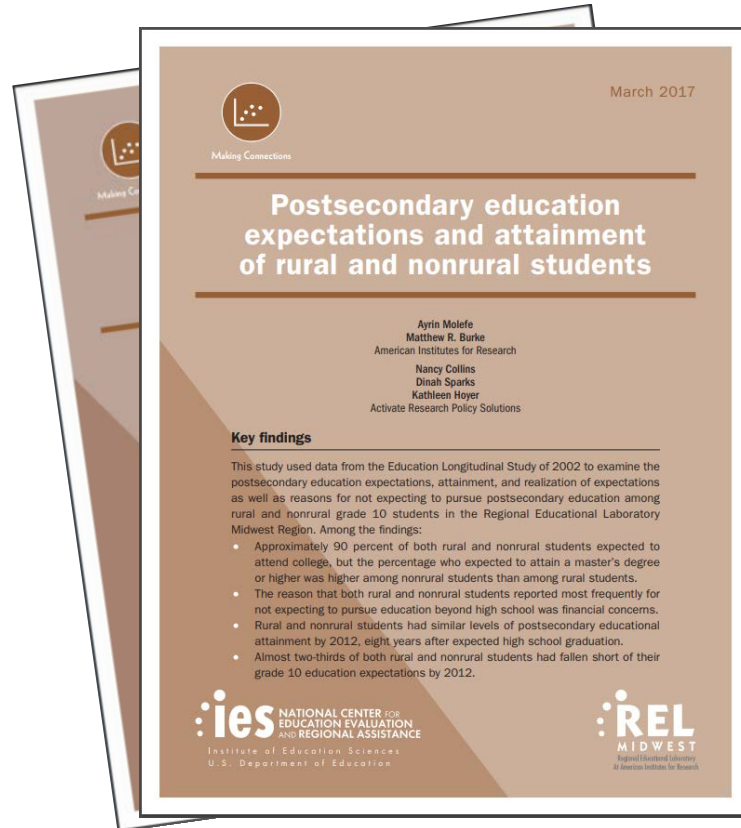
A silhouette of a person, likely a graduate, is shown from the back, reaching up with their right hand to throw a graduation cap into the air. The cap is captured mid-air, tilted towards the upper right. The person's left hand holds a rolled-up diploma. The background is a clear, light blue sky with a subtle gradient. The text is overlaid on the lower left portion of the image.

**Recent postsecondary readiness and success
work in the REL Midwest states**

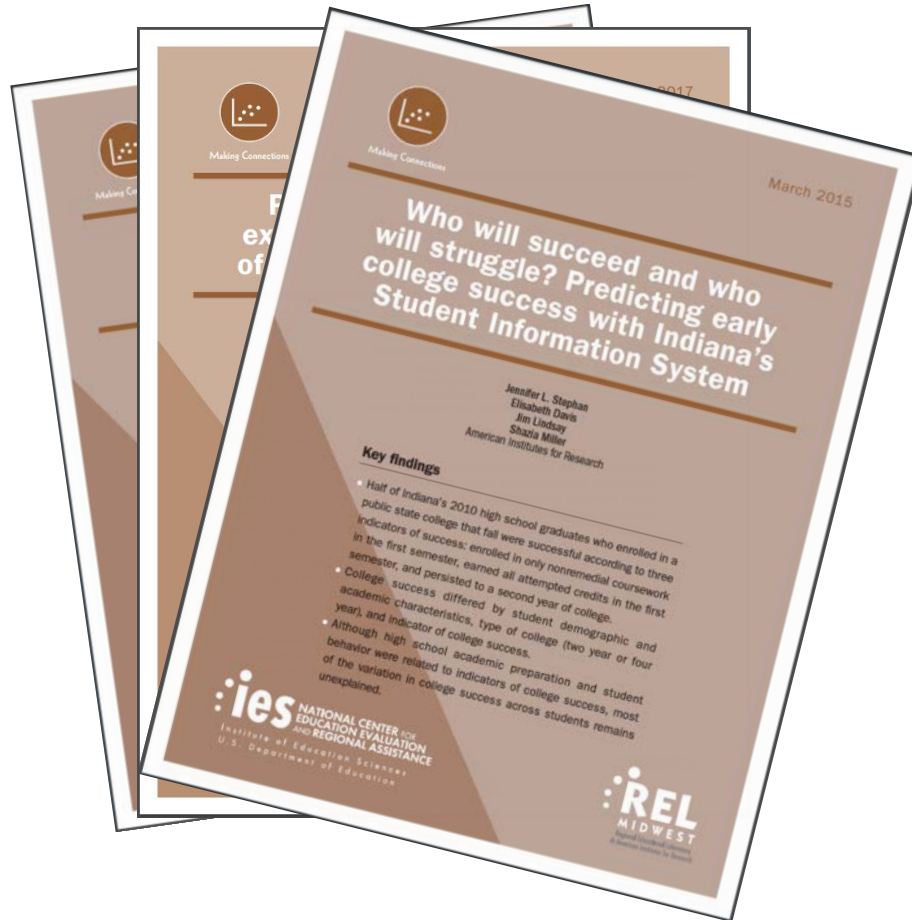
Indiana: College readiness, access, success for rural and low-income students



Indiana: College readiness, access, success for rural and low-income students



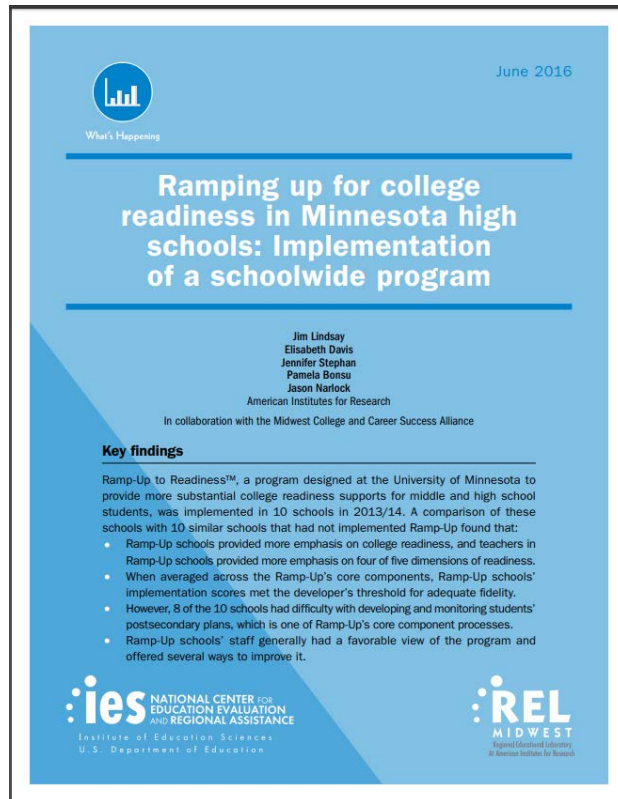
Indiana: College readiness, access, success for rural and low-income students



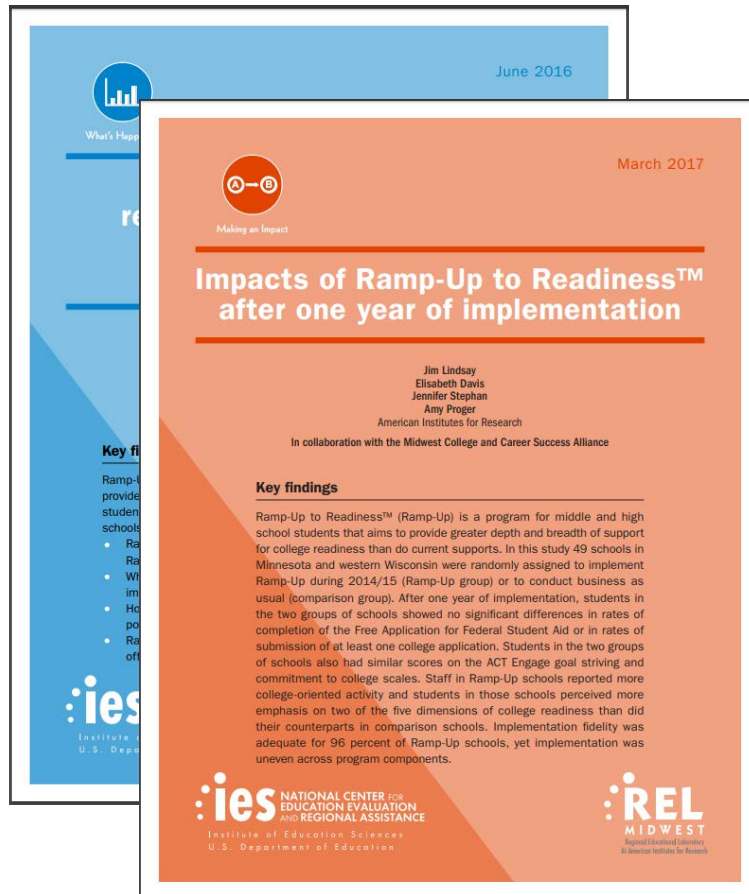
Indiana: College readiness, access, success for rural and low-income students



Minnesota: College and career readiness and success



Minnesota: College and career readiness and success



Minnesota: College and career readiness and success



Minnesota: College and career readiness and success



Coaching on the Every Student Succeeds Act (ESSA) tiers of evidence in Ohio



**Navigating Evidence-Based
Clearinghouses**
Ohio Department of Education Literacy Academy

Lyzz Davis, PhD
1/18 /18

REL
MIDWEST
Regional Educational Laboratory
at American Institutes for Research



Coaching on the ESSA tiers of evidence in Ohio



**Navigating
Clearing
Ohio De**

Lyzz Dav
1/18 /18

Selecting Evidence-Based Practices

Ohio Department of Education Literacy Academy

Lyzz Davis, PhD
January 17, 2018



Thank you!



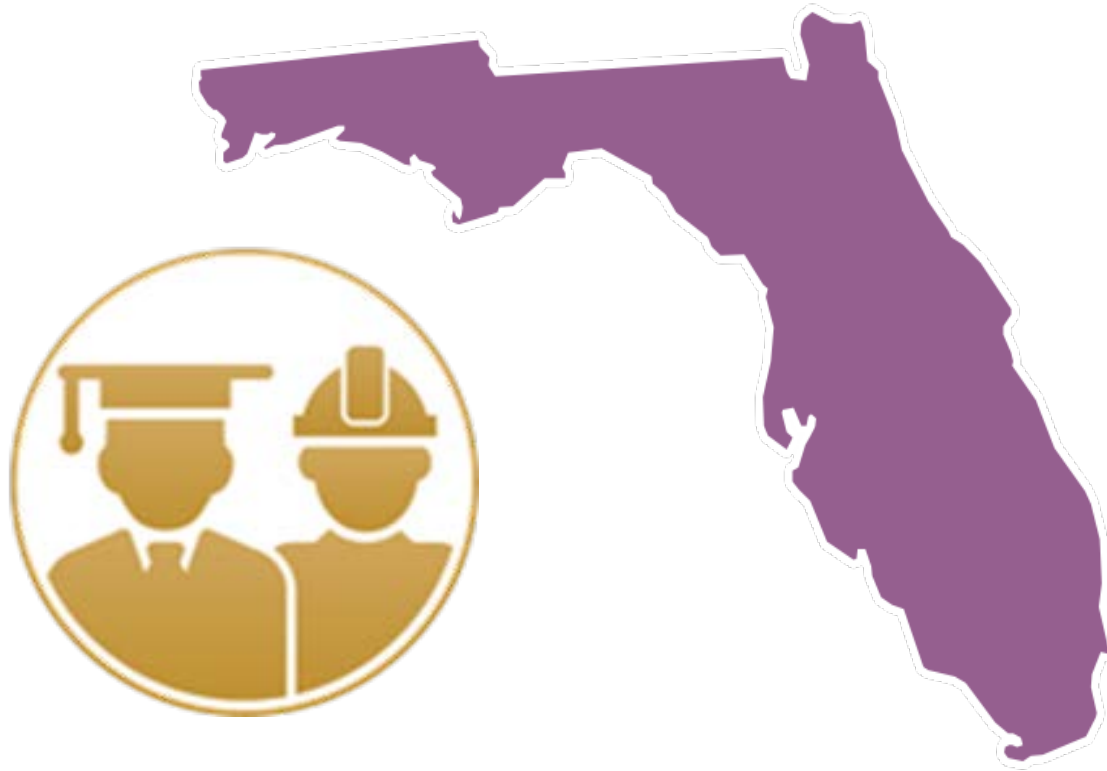
Lyzz Davis

Senior Researcher
American Institutes for Research
edavis@air.org



Dr. La'Tara Osborne-Lampkin
Associate in Research

Florida Career Counseling with a Focus on Rural Schools



PREPARING A CAREER-READY STUDENT

10
Evidence-Based
Practices for Career
Counseling

The following practices were selected by REL Southeast Florida Career Readiness Research Alliance members after reviewing and discussing a literature review on effective career counseling practices.



Preparing the Student

1. Establish work readiness behaviors and social skills (employability skills)¹
2. Systematically explore the "career-related aspects" that promote better person-environment fit, including initial goal formation, exploratory actions, and computer-assisted career guidance programs²



How Do We Teach?

3. Organize classes around a career goal³
4. Integrate instruction that demonstrates the relevance of course content to the world of work³
5. Assist students in formulating Individualized Learning Plans⁴



Building School/ Career Networks

6. Encourage career days, work-related experiences (role-playing or job shadowing), and visits to postsecondary campuses⁵
7. Include work-based learning experiences such as internships, apprenticeships, and school-based enterprises⁶



How Do We Counsel?

8. Increase access to various forms of accurate career planning information, including future employment expectations⁷
9. Create collaborative opportunities for school counselors, administrators, teachers, families, and community members to discuss career counseling with students⁸
10. Increase access to group or individual career counseling interventions, academic advising⁹

REL
SOUTHEAST
Regional Educational Laboratory
at Florida State University

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

Information and materials for this presentation are supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences. In addition, the instructional practices and assessments discussed or shown in this presentation are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

Post-Secondary Success at Historically Black Colleges and Universities Partnerships in the Southeast



Integrated Systems and Supports for Developmental Education Programs at Minority Serving Institutions





Thank you!

REL Appalachia



<https://ies.ed.gov/ncee/edlabs/regions/appalachia/>



[@REL_Appalachia](https://twitter.com/REL_Appalachia)



RELAppalachia@sri.com