

ARKANSAS STATE BOARD OF EDUCATION

MAY 30, 2024

10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

DR. SARAH MOORE, Chairman
MS. KATHY McFETRIDGE-ROLLINS
MS. LISA HUNTER
MS. ADRIENNE WOODS
MR. KEN BRAGG
MS. LEIGH S. KEENER

NON-VOTING PARTICIPANTS:

MR. JACOB OLIVA, ADE Secretary
MS. STACY SMITH, Deputy Secretary of Education
MS. CAPRI SALAAM, Arkansas Teacher of the Year
MS. HOPE WORSHAM, Assistant Commissioner of Public
School Accountability

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
- Auditorium
#4 Capitol Mall
Little Rock, AR 72201

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P R O C E E D I N G S

1: HUNTSVILLE PUBLIC SCHOOL DISTRICT'S ONE-YEAR STANDARDS FOR
ACCREDITATION REQUESTS

CHAIR MOORE: Our first action item is the
Huntsville Public School District.

Huntsville, we appreciate you all coming back to
us after we heard this item last month. I believe I
see the superintendent on.

Stacy?

SECY. OLIVA: Yeah. And Hope Worsham from --

CHAIR MOORE: Has -- great.

SECY. OLIVA: -- accreditations. She'll kind of
reintroduce --

CHAIR MOORE: Thank you, Ms. Worsham.

SECY. OLIVA: -- the waiver request to the Board
and then we'll be able to have questions for the
school district.

MS. WORSHAM: Good morning. Hope Worsham --

CHAIR MOORE: Great. Thank you.

MS. WORSHAM: -- assistant commissioner of
public-school accountability.

So the request has come from Huntsville School
District to request a waiver of having a -- to allow
for two of their fine arts classes to combine and
have one teacher teach more than the allotted number

1 of students in a day for fine arts only. The
2 superintendent is on here -- on today to answer any
3 questions that you have.

4 MS. MCFETRIDGE-ROLLINS: I'm sorry. I'm really
5 having a hard time hearing you.

6 MS. HUNTER: Yes. Me too.

7 MS. WORSHAM: Is that better?

8 SECY. OLIVA: Yeah. There you go.

9 MS. WORSHAM: Sorry. Thank you.

10 So just a reminder the waiver request is coming
11 from the Huntsville School District for their
12 intermediate school to be able to combine their fine
13 arts classes and allow one teacher to teach more than
14 the allotted number of students for that class.
15 Their reasoning is to be able to provide more core
16 instruction in the morning. And the superintendent
17 is on the Zoom today to answer any questions that you
18 may have regarding the request.

19 CHAIR MOORE: Great.

20 Thank you, Superintendent Warren, for being here
21 today. Would you like to start with some remarks?

22 SUPT. WARREN: Sure. Can you hear me?

23 CHAIR MOORE: Yes, we can. Thank you.

24 SUPT. WARREN: Okay. Ms. Hawkins is the
25 building principal at the intermediate school. She

1 and I had worked -- she originally had approached me
2 about potentially doing this waiver. I approved it
3 from the building standpoint -- or from the district
4 standpoint and supported it -- or do support it now.
5 It is combining art classes only. So it's just --
6 it's not all fine arts, it's just our art sections.
7 That allows for more core instruction time to be
8 available for our students at our intermediate
9 building which is grades 3 through 5. And it doesn't
10 shorten any of the instructional minutes for the art
11 classes. It still allows for the same amount -- I
12 think actually a little bit more of our art
13 instruction time. We would be pushing in a -- an aid
14 to help out in that class period since there are two
15 combined classes in that period. So -- I think that
16 was all brought forward last time, but I just wanted
17 to make sure that that was there.

18 CHAIR MOORE: Thank you.

19 SUPT. WARREN: Yes, ma'am.

20 CHAIR MOORE: Board Members, let's start with
21 those in person. Ms. Keener and Mr. Bragg, questions
22 for the school district?

23 MS. KEENER: Forgive me. I've slept since our
24 last meeting, but remind me, was this the report that
25 we heard about an issue with the buses needing to

1 leave early and missed instructional time? Or am I
2 mixing up two of the -- thank you.

3 CHAIR MOORE: Yeah. I can you reiterate. I
4 think a lot of our Board's concerns were on that
5 four-day week and potentially not wanting to shorten
6 opportunities for students because the district was a
7 four-day week.

8 MS. WORSHAM: Correct. Yes, it did not have
9 anything to do with buses.

10 MS. KEENER: Okay.

11 MS. WORSHAM: Yes.

12 MS. KEENER: Okay.

13 SUPT. WARREN: So I will -- I can address a
14 little bit of that if you want to. This request
15 would have -- was going to be made regardless of the
16 calendar that we were proceeding with. We were
17 already in talks about the schedule for the upcoming
18 year in the building, Ms. Hawkins and I were, and we
19 were -- we were going to be proceeding forward with
20 this no matter what -- which calendar was put forward
21 before our school board.

22 CHAIR MOORE: More questions on that, Ms.
23 Keener? Anyone in the auditorium? Ms. Rollins,
24 questions? Oh, you're on mute, Ms. Rollins, if you
25 don't mind.

1 MS. MCFETRIDGE-ROLLINS: How many class periods
2 then are you talking about with this request? That's
3 not really clear in the letter.

4 SUPT. WARREN: Ms. Hawkins, can you address
5 that? I believe it's four, but I'm not going to --
6 no. It's more than that, I apologize.

7 MS. HAWKINS: Yeah. So some days it will be --
8 we have eight 3rd classes, so some that -- like, one
9 day or two days a week, they may be (Zoom audio
10 interference). So it's not every class, every day.

11 MS. MCFETRIDGE-ROLLINS: Okay. Okay. And then,
12 it was good to have you on Mr. Warren just to know
13 that you were supporting this. Is your school board
14 supporting this as well?

15 SUPT. WARREN: They are, yes. I would say that
16 -- I would say it that way. They are aware of it.
17 They have been aware of it for a while, and I have
18 not received any feedback saying that they are not in
19 support of it. I guess, that's the best way to put
20 it. We didn't -- it didn't have to go before the
21 board for a resolution or for, you know, approval.
22 They were made aware of it in late April, early May,
23 before the four year -- before Ms. Hawkins presented
24 it as a waiver approval and have not voiced any
25 concerns to me about it.

1 MS. MCFETRIDGE-ROLLINS: Okay. Okay. Can you
2 talk to us a little bit about two -- Tier 2 and Tier
3 3 intervention? What will happen during those times
4 when the students are pulled out?

5 MS. HAWKINS: As far as Tier 2, we use our CFAs,
6 so in PLCs we meet and talk about the data and decide
7 what the kids need. And then during the Tier 2 time,
8 we work on our grade level essentials and that's
9 based off of CFAs, Acadience scores and so forth. So
10 we give intervention based on that in small group
11 settings. And then on our Tier 3, we do our dyslexia
12 special ed like more small groups if they need more
13 one-on-one. And then teachers can also pull students
14 that have two or more years gaps and work with them
15 on their needs. And that's kind of the point. And
16 then, like, why we're wanting this waiver is because
17 it allows more time to get all of these needs met.

18 MS. MCFETRIDGE-ROLLINS: Okay. And then you're
19 confident that your parapro is going to be strong
20 enough. I mean, I think of 50 students in one
21 classroom, whether it's art or whatever subject it
22 is, that's a lot of students.

23 MS. HAWKINS: Yeah. I'm very confident that
24 (Zoom audio interference) Our paras are very strong
25 at pushing in and they've already worked with student

1 in lots of settings this year and pulling students
2 and the art teacher and (Zoom audio interference)
3 work well together.

4 MS. MCFETRIDGE-ROLLINS: Okay. And you're going
5 to -- I'm sure you're going to monitor this as a
6 principal?

7 MS. HAWKINS: Yes, absolutely.

8 MS. MCFETRIDGE-ROLLINS: Okay. All right.
9 That's all I have. Thank you.

10 MS. KEENER: Dr. Moore, if you don't mind --

11 CHAIR MOORE: Ms. Woods, do you have questions?

12 MS. WOODS: I do not, no.

13 CHAIR MOORE: Okay. Ms. Hunter?

14 MS. HUNTER: I just --

15 CHAIR MOORE: Okay.

16 Ms. Hunter?

17 MS. HUNTER: I'm sorry, Dr. Moore, just one
18 question I have for Ms. Hawkins.

19 The teacher is in favor of this and is very
20 supportive of it and not concerned about the large
21 class size; is that correct?

22 MS. HAWKINS: I would say she is willing to do
23 what's best for students. I mean, she is probably
24 concerned because, you know -- but having a
25 co-teacher working -- or a co-para working with her

1 with that would help. And honestly, like, we have to
2 look more at what's the best for our literacy and
3 math with us being a D and us trying to really meet
4 all of these -- not that art is not important by any
5 means, but I feel like we've really got to look at
6 meeting our special ed needs, following the special
7 ed inclusion model, getting Tier 1 solid, our Tier 2
8 and our Tier 3 groups. So that's really more the
9 point in why we're having to do this.

10 MS. HUNTER: Thank you.

11 CHAIR MOORE: I do have a few questions for you
12 all. So can you let me know what are the other
13 specials that your students take and why was it
14 chosen to do art versus PE or another class to double
15 up?

16 MS. HAWKINS: They do music, library, PE and
17 then art and then we have a computer lab as well.

18 CHAIR MOORE: Okay. Was there any consideration
19 to doing, you know, doubling up on computer lab or PE
20 instead of art? I see art as such a great time to
21 enrich students and literacy and in math as you talk
22 about needing to pull up scores.

23 MS. HAWKINS: The reason, you have to meet the
24 1440 minutes a year for the art. So in order to get
25 all of that in it, that's why it would have to be

1 doubled.

2 CHAIR MOORE: Okay. If you had a five-day
3 school week, would it be easier to meet those hours?

4 MS. HAWKINS: It's not really about the (Zoom
5 audio interference) it's more the timing with the
6 number of students and classes we have for the pull
7 out. So typically when you have eight 3rd grade
8 classes, it's split into two different pull-out
9 times. So the problem with that is you're trying to
10 follow all of these -- like, getting your Tier 1,
11 your Tier 2, your Tier 3 needs met plus following the
12 new sped inclusion model and not pulling your
13 dyslexia students out of core instruction, you -- if
14 you did the typical way, you're working around three
15 lunches, three recesses and six pull outs versus
16 trying to get creative with the schedule to get all
17 these student needs met, it breaks it down into three
18 pull outs, three lunches and three recesses. So that
19 allows your teachers and your special ed teachers to
20 have common planning time to really dive in and look
21 at our data and meet the needs of our students.

22 CHAIR MOORE: I think that is great to have that
23 common planning time. It is not my intent as a board
24 -- as a Board member to micromanage your schedule or
25 to make decisions on what's -- obviously, you know

1 what's best for your students. The concern that I
2 continue to have is that four-day week and I know
3 that, again, that wasn't your decision. But I don't
4 want policies such as that to harm students,
5 particularly when we're talking about a D school,
6 where students need a lot of support. So I think
7 this is why this issue was brought up to us here
8 again.

9 I would like to ask a question of Ms. Worsham of
10 the Agency if that's okay. Can you let us know why
11 this is a standards of accreditation request as
12 opposed to an Act 1240 waiver?

13 MS. WORSHAM: Yeah, because they're requesting
14 the waiver for one-year period of time, so that's why
15 it falls under a standard for accreditation waiver.
16 And because it is -- the waiver is specifically
17 towards class size for an art class at the elementary
18 school there is a limit currently in the number of
19 students that can be in that class. But because it's
20 --

21 CHAIR MOORE: I think --

22 MS. WORSHAM: -- for one year is why it's a
23 standards waiver.

24 CHAIR MOORE: But we have approved 1240 waivers
25 for one year, but generally they'll request for more;

1 is that correct?

2 MS. WORSHAM: That is correct. Yeah.

3 CHAIR MOORE: Okay. And have we approved a 1240
4 waiver, or a standards accreditation request similar
5 to this where we've allowed such a large class size?

6 MS. WORSHAM: During my time here in the past
7 year, we have not had a standards for accreditation
8 waiver of this size. I could not speak to the 1240.
9 I would have to ask our legal team on that.

10 CHAIR MOORE: Okay. If this was a 1240 waiver,
11 would it require school board approval?

12 MS. WORSHAM: 1240 waivers do require school
13 board approval.

14 CHAIR MOORE: Okay. And this is not. Yeah.
15 Okay. Thank you.

16 Those are all my questions, and I will open it
17 back up to -- if any other -- any Board Members have
18 any additional question or comments?

19 MR. BRAGG: I have one question. This is a one-
20 year waiver. What would you anticipate for the next
21 year?

22 SUPT. WARREN: You're still muted.

23 I think -- if I can speak for her, she can
24 correct me -- Ms. Hawkins can if she -- if her
25 microphone comes back up. But I think that after

1 each year we would be reassessing the schedule to see
2 how it worked, to see if it had the impact that we
3 wanted and then working through that system at that
4 point in time. That's why it was considered a one
5 year for us originally.

6 MR. BRAGG: Okay. Thank you.

7 SUPT. WARREN: And we will be systematically
8 evaluating, you know, every week, every month, every
9 quarter, whether or not this is, you know -- the
10 impact that this would have on our students and our
11 staff and our faculty.

12 CHAIR MOORE: Superintendent Warren, I know that
13 this is -- it -- the decision to do a four-day week
14 does not involve the state board; that's something
15 your local board made. Can you speak to a little bit
16 about why that decision was made and if they knew
17 there would be, you know, class size and different
18 repercussions from that?

19 SUPT. WARREN: Sure. Yes. We started back in
20 January to process -- actually, I can speak to -- I
21 started informing our board about just the different
22 options that we have for calendar that the state
23 provides. You know there are four different options
24 and we started going through those at -- with the
25 school board just to present to them what that --

1 what those calendars might look like, what their --
2 what their benefits, what their drawbacks are.

3 Then, in January, we conducted a, you know, kind
4 of, I guess, a Facebook live community forum that was
5 widely viewed by our community at large in
6 Huntsville. And we sent out surveys and in that --
7 excuse me. In that presentation, we presented all
8 four calendar options that are out there just to give
9 information. We wanted to gather feedback from our
10 community on what they felt like might be a viable
11 option for us. We did the same thing as far as
12 outlining here are the positives; here are the
13 potential drawbacks for those calendar options.

14 And then, you know, we sent out a survey --
15 excuse me. We sent out a survey for those -- for the
16 community and even broke down, you know, how the
17 community responded: were they staff members, were
18 they, you know, guardians, were they parents, were
19 they community members at large? Then we also had
20 the times in the afternoon and evening where people
21 could come and submit surveys to us in person and
22 answer any questions -- we could answer any questions
23 that they had about it. We had over 1,000 surveys
24 returned, and we are a school district of about 2,200
25 students. That showed, you know, roughly over half,

1 or right at half, of our community and our staff
2 members and our -- all points combined were geared --
3 or looking at the four-day week at that point.

4 Then we, you know, we answered any other
5 questions that may come -- may have come up during
6 that time frame. We presented it to our PPC and to
7 our CPPC who then presented it to the school board
8 for approval in March.

9 CHAIR MOORE: And now, do you all provide any
10 sort of fifth-day opportunities for students,
11 particularly around remediation?

12 SUPT. WARREN: We are not planning on it, and we
13 made that clear from the start that we, you know --
14 that in making this and filling out the survey that
15 it should not be considered something that would be a
16 part of what we would be providing for the students
17 of our school district. We tried to outline every
18 aspect of every calendar that we could, one way or
19 the other, presenting, you know, here are the
20 drawbacks, here are the positives of it and go from
21 there. You know, we do have Pre-K those will be on a
22 five-day schedule next week -- next year like --
23 because of -- because they're mandated to, but
24 otherwise we are not. We have looked into it, but we
25 are not planning on providing any fifth-day services

1 in the school district.

2 CHAIR MOORE: And you're saying that this
3 request would be made no matter if you had a four-day
4 week or not; is that correct?

5 SUPT. WARREN: We were at -- yes. Yes, ma'am.
6 We were -- we were looking at this no matter what
7 calendar we were trying to -- what calendar was
8 approved by our school board.

9 CHAIR MOORE: Okay. I'll open it up again to
10 Board Members. Questions or comments?

11 MS. HUNTER: Yeah, if I may.

12 Superintendent Warren, could you talk a little
13 bit about what the driving factors were around the
14 four day -- the choice of four days? You said there
15 was a lot of community input and feedback. Were
16 there one or two overwhelming factors that seem to
17 stand out to you that were -- that were driving the
18 interest in a four-day school week?

19 SUPT. WARREN: I don't -- don't remember a --
20 one thing or two things that I could specifically
21 draw back to. Mr. Ferguson is our assistant
22 superintendent. He was a part of that. He might be
23 able to speak to it as well. But I don't remember a
24 deciding, you know, one thing or two things that
25 people were latching on to as a community to say this

1 is why we were supportive of a four-day school week.
2 You know, there were aspects of it from the staff
3 that were, you know, teacher retention and things
4 like that. But I don't remember the community at
5 large having, you know, just one idea or one thing
6 that they were saying this is why we're trying --
7 this is why we are for it.

8 MS. HUNTER: Thank you. Do you feel that from a
9 school board and administration standpoint, that the
10 driving interest in a four-day week is -- is teacher
11 retention or is there something else from your
12 perspective that's the -- that's the driver? Or did
13 you have a preference?

14 SUPT. WARREN: I tried to stay pretty neutral on
15 the calendar selection we presented. You know,
16 obviously, we presented it to the PPC and CPPC and,
17 you know, as far as I was concerned, it was -- we
18 found -- we saw research in the state of Arkansas,
19 even the Office of Educational Policy, that pointed
20 out that four-day school week did not have, you know
21 -- it didn't have a -- there was not a negative -- a
22 noticeable negative effect on student achievement
23 from that standpoint.

24 We talked to other school districts that were
25 doing it. There was, I mean, there is a teacher

1 recruitment aspect of it that is -- that is
2 appealing to us as a rural school district right next
3 door to four school districts that are, you know,
4 very much larger than we are. We have seen -- I
5 don't have the data in front of me to be able to just
6 tell you the number, but we have seen a reduction in
7 the number of teachers that we are -- our attrition
8 rate has gone down a little bit from this point -- at
9 this point in time last year to this year especially
10 since we made the March decision at our school board
11 meeting to go to the four-day week. So there is a
12 little bit of that from my standpoint, but I don't
13 know that that was a deciding factor.

14 You know, when we presented the information to
15 our school board and to our community, we looked at
16 all aspects of it and the, you know, specifically the
17 research that showed that there was, you know -- as
18 long as you kept your instructional hours and
19 instructional minutes, it didn't have a negative
20 impact on our student achievement.

21 MS. HUNTER: Thank you.

22 SUPT. WARREN: And I should say potentially; we
23 -- obviously, we haven't done it yet. So --

24 MS. HUNTER: Yes. To be determined. To be --

25 SUPT. WARREN: Yes, ma'am.

1 MS. HUNTER: Yeah. Thank you.

2 CHAIR MOORE: Any Board Members with additional
3 questions or comments at this point? Board Members
4 in the auditorium?

5 MS. MCFETRIDGE-ROLLINS: Dr. Moore, I'd like to
6 go ahead and make the motion that we approve this
7 one-year waiver for the Huntsville School District
8 class size waiver.

9 MR. BRAGG: I'll second.

10 CHAIR MOORE: Okay. So there is a motion by Ms.
11 Rollins to approve. There is a second by Mr. Bragg.
12 The floor is open. Any comments?

13 (NO RESPONSE)

14 CHAIR MOORE: Okay. We will take a vote then.
15 Everyone turn on your microphones. All in favor, say
16 aye.

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIR MOORE: Any opposed?

19 Okay. Motion passes.

20 SUPT. WARREN: Thank you very much.

21 CHAIR MOORE: Thank you, Superintendent.

22 Okay. We will move on to the next item on our
23 agenda. But before, I will take a point of
24 privilege. I know we talked about last time
25 potentially to have a work session in the future

1 about school calendars. I think, obviously, that
2 that was weighing heavy on this decision in my mind,
3 and I know others, so I think there is some more
4 conversation to be had there. Obviously, we don't
5 want to set policies because they don't hurt kids.
6 We want them to because they help kids. So that was
7 concerning to hear, and I hope that we can encourage
8 all to make decisions, particularly for a D school,
9 where we're going to build kids up even further.

10 SECY. OLIVA: And just --

11 CHAIR MOORE: With that, I will --

12 SECY. OLIVA: Well, and just --

13 CHAIR MOORE: -- end my point of --

14 SECY. OLIVA: Just real quick --

15 CHAIR MOORE: Yes.

16 SECY. OLIVA: -- to that. We do have that
17 request; we're working on pulling out the
18 information. Our intention is to do that workshop in
19 June or on the June board meeting. So we will
20 definitely have the follow up because I think it's
21 very important that if we're going to --

22 CHAIR MOORE: Great.

23 SECY. OLIVA: -- take a stance on it, we do it
24 right.

25 CHAIR MOORE: Thank you very much.

1 **2: CONSIDERATION OF REQUEST FOR APPROVAL OF THE ARKANSAS**
2 **BETTER CHANCE PROGRAM RENEWAL GRANTS FY25**

3 CHAIR MOORE: We'll move on to item No. two, the
4 request for approval of the ABC Program Renewal
5 Grant.

6 MS. WILLIAMS: Thank you, Board, for having us
7 back. It's a great opportunity to talk about
8 Arkansas Better Chance and I know that this is -- the
9 early childhood component is new for a lot of folks
10 on the Board.

11 I just want to spend a second -- there are two
12 items on the agenda. One is the renewal grants.
13 These are direct services to children, so these are
14 funding that goes to school districts and education
15 cooperatives and private early childhood programs who
16 meet the standards to serve children. And they get
17 an allocated number of slots. And we monitor that
18 enrollment over the course of the year, and we start
19 to make adjustments if we see declining enrollment or
20 they're not filling those slots. So that is part of
21 the arrangement in the agreement that we have with
22 school districts in the programs to accept ABC funds.

23 So the first item is really about direct
24 services to children and home visiting. There was a
25 question about home visiting, so I do want to just

1 pause there for a moment and talk a little bit about
2 that. Home visiting is a part of the law. It's an
3 option for local programs. We do not dictate a
4 percentage or even mandate that programs do home
5 visiting or center based; we let the community
6 determine that. So they write in what they want to
7 do with how they want to serve children.

8 And home visiting -- the home-visiting model is
9 something we're having a lot of conversations about
10 at the Department in terms of direction and how we
11 want to serve children. We have a long history of
12 that in Arkansas. It really was a big part of the
13 originating law, but things have changed over time.
14 You know, families are working more. Welfare reform
15 happened after the original law passed and we're --
16 we saw a lot more children being served in
17 center-based services for ABC than in-home visiting.
18 It is an option that allows families a choice, so I
19 would point that out. They can choose if they don't
20 want their children in center based, but it may be
21 something that we want to have further discussions
22 about as we move forward.

23 It's a very small number that we serve. We do
24 have one of the professional services contracts with
25 the Home Visiting Network at Children's Hospital. We

1 use two models, and that work is really about making
2 sure we are using those programs to fidelity. So
3 they provide the training and technical assistance.
4 They are the designated HIPPY home-instruction
5 program for preschool youngsters model for the state,
6 for the nation actually is here in Little Rock. So
7 that's what that professional services contract is,
8 but we also have home-visiting slots. Again, those
9 are driven by the community and what they submit in
10 terms of their application.

11 So that is the first item. Questions about
12 that?

13 CHAIR MOORE: Board Members in the auditorium,
14 questions?

15 MR. BRAGG: Yeah. How are the slots allocated?

16 MS. WILLIAMS: So in the originating law, there
17 was very specific language that we work with school
18 districts that were -- lots of language changes over
19 the years -- at that time, it was schools in
20 distress, I think is the wording that they had in the
21 law. So we worked to identify with the Department at
22 the time because we administered at that time at DHS
23 on behalf of the Department. And so we worked with
24 the Department to look at those and we've continued
25 that process until it moved back over to the

1 Department a few years ago. And I think the tier
2 model now is what we use.

3 But there hasn't been any new funding, so
4 theoretically it is -- the slots that have been given
5 out there, unless there's a problem with that program
6 or we identify compliance issue or they're not doing
7 what they're supposed to be doing and -- or programs
8 just turn in slots. We do have programs that
9 sometimes relinquish. Maybe there's enrollment
10 issues in an area. So they're allocated by that
11 need. That's the first thing the law requires. So
12 we look at is that school one of those in that
13 highest tier? Do we have that school district
14 covered? But again, we haven't had new funding in a
15 very long time to do any expansion.

16 MR. BRAGG: Thank you.

17 MS. KEENER: When you say in the highest tier,
18 can you talk a little bit more --

19 MS. WILLIAMS: Tier 5. Yes. Tier 4 and 5. We
20 would be looking at those schools that have -- our
21 D/F schools, like those schools that really have been
22 designated as having a lot of challenges and the
23 students are not performing at the same level. So we
24 want to make sure that there's Pre-K in those
25 districts to help that foundational start.

1 CHAIR MOORE: Board Member, questions? Ms.
2 Rollins?

3 MS. MCFETRIDGE-ROLLINS: Yes. I think I've got
4 a couple of questions. It says here that ABC is
5 requesting to support foster children as well as
6 homeless and displaced children. Is that -- is that
7 something new?

8 MS. WILLIAMS: It's not. It's actually in the
9 originating law, Ms. Rollins. So it's part of the
10 original law. There's the original ABC funding that
11 has some designations for populations. The new law
12 that passed in 2003, is more about the income and the
13 age of children. So -- but we pull those out to
14 highlight because those children really need supports
15 and we want to make sure programs know that in their
16 area to, you know, prioritize that -- those
17 populations for services.

18 MS. MCFETRIDGE-ROLLINS: And then it goes on to
19 say the placement of a foster child or a -- and/or a
20 displaced child in an ABC program, would add a per
21 child award above the total awarded number of slots.
22 How does that work if a program is already full? I'm
23 not --

24 MS. WILLIAMS: So the good thing is we're all
25 together now and we can look at funding. So we have

1 other childcare funding through the federal block
2 grant. It wouldn't necessarily have to be ABC, but
3 those foster children have so much trauma that
4 getting them in a high quality -- there's lots of
5 research about this -- getting them in a high-quality
6 instructional program can really offset and mitigate
7 some of that trauma and get them on the right pathway
8 for success in K-12. So we -- we want to try to do
9 that.

10 So we do give waivers -- most of the time what
11 happens is a program may have one child over the 20
12 for a short period of time because there is movement.
13 Families move, children may move to a different --
14 or, you know, disenroll. So there's lots of
15 movement. I don't think programs generally carry
16 more than 20 children for any length of time, but we
17 do allow that to get a foster child into these
18 high-quality programs.

19 MS. MCFETRIDGE-ROLLINS: Good. Thank you for
20 that.

21 That's all I have, Dr. Moore.

22 CHAIR MOORE: Ms. Woods, questions?

23 MS. WOODS: No, none for me. Thank you.

24 CHAIR MOORE: Ms. Hunter?

25 MS. HUNTER: None for me. Thank you.

1 CHAIR MOORE: I did have a question about --
2 back to -- on the home visiting. I know -- I mean,
3 it seems to be somewhere over five million which is a
4 small portion of the 106 million. But I do have
5 questions as to at what point of time it was decided
6 about how much per pupil that is and if y'all been
7 able to evaluate if that -- if that's the right
8 amount?

9 MS. WILLIAMS: Yeah. So it is based, Dr. Moore,
10 on the cost of home visit -- the home-visiting model
11 and we haven't increased that. We've kept it very
12 stationary. I'm not sure that it's keeping up with
13 the cost of inflation in those programs. It's close
14 to 1,900 per child for home visiting now. But I know
15 those programs have had some cost increases over the
16 last few years, but we haven't had any funding to
17 increase that. What we are doing and what the Board
18 should know is as slots are returning into the
19 office, we are not pushing those back out. We are
20 putting that in the budget to increase the amount to
21 each program. We have to do that for them to keep up
22 with the quality. So you may start to see a little
23 bit of a reduction. It won't be huge numbers, but
24 over time it could look like there are fewer children
25 being served, Dr. Moore. But it is really about

1 cost.

2 CHAIR MOORE: Is that for home visiting or
3 center based?

4 MS. WILLIAMS: Both.

5 CHAIR MOORE: Is that for --

6 MS. WILLIAMS: It would help -- it would be for
7 both. If we have slots turned in, we would put that
8 back in. I think probably we're doing it with
9 center-based slots, but we could also increase a
10 little bit for home visiting. The increase is so
11 little because we have so few slots that are turned
12 back in to the agency.

13 CHAIR MOORE: Okay. In the home visiting, can a
14 student be both in a school and the home --
15 classified as home visiting?

16 MS. WILLIAMS: Yes.

17 CHAIR MOORE: Or can they only be home?

18 MS. WILLIAMS: Yes. We do allow for a small
19 percent of children to be dually enrolled, and it is
20 very specific to children. Like, for example, foster
21 care where we might need to be helping a parent learn
22 some skills and parent engagement, family engagement
23 activities. So there's some very specific criteria
24 for that. That is also a discussion we're having
25 that we may be bringing back to the Board as we move

1 forward in time as to whether or not we want to
2 continue that.

3 MS. KEENER: Is that the -- is it up to 20
4 percent or 25 percent?

5 MS. WILLIAMS: Twenty-five percent.

6 MS. KEENER: Twenty-five percent.

7 MS. WILLIAMS: -- is what's currently in the
8 rule, and that's not in statute. So that definitely
9 could be changed. I will share that when you look at
10 national research -- and we certainly can mark --
11 there are home visiting programs in the state besides
12 the funding that we have; there are some federal
13 funded programs. But the national research around
14 home visiting, the big models that have been tested,
15 home visiting is a part of the model. So we sort of
16 do this either/or with our funding and I'm not sure
17 how that started many years ago. But I would just
18 say there probably are children -- and we need to
19 work really closely in partnership with home-visiting
20 programs to try to make that happen for those
21 families that need it because, you know, any of those
22 big abecedarian and Perry preschool models, that home
23 visiting was just part inherently of the center-
24 based option. The child received the home visiting
25 as well as part of the Head Start federal model as

1 well that there's some home visiting. So it's
2 something to think about.

3 CHAIR MOORE: What ages can receive the -- being
4 enrolled in the HIPPY program?

5 MS. WILLIAMS: So I think they have a
6 two-year-old component. Now, for many years it was
7 three to five, Dr. Moore, but they've added a
8 two-year-old now and then parents as teacher is
9 really a birth across really up to age eight, but we
10 do birth to five or before they start kindergarten.

11 CHAIR MOORE: Okay. And then, the center based,
12 this is reflective of really just three-year-old, but
13 main -- mainly four-year-olds?

14 MS. WILLIAMS: Mostly threes and fours. We
15 probably have a small number of infants and toddlers
16 that were funded with the original ABC funding many
17 years ago. That -- programs have continued, but not
18 that many anymore. It's very expensive to care for
19 infants and toddlers.

20 CHAIR MOORE: Right.

21 MS. KEENER: Can you tell me a little bit more
22 about -- so are Head Start and/or Early Head Start,
23 are they eligible for ABC funds? So how does that
24 work when it's dual funding? I guess, I don't
25 understand how they're able to receive.

1 MS. WILLIAMS: Yeah. So really the way the law
2 was written, it allows any provider who's willing to
3 meet these high-quality standards. So any licensed
4 program in Arkansas, private school, and so Head
5 Start would fit into that.

6 Generally, what happens is ABC has a different
7 income threshold. So if you're in a community and
8 you're serving children for Head Start, it's up to
9 100 and then you can go up to 130 percent with
10 federal Head Start funding. So for ABC it goes up to
11 200 percent of federal poverty, so it allows them to
12 serve additional children. It has allowed them to
13 expand the scope of their services in the community;
14 and so many of them just serve additional children
15 through ABC that they couldn't serve in Head Start --

16 MS. KEENER: So --

17 MS. WILLIAMS: -- if that makes sense.

18 MS. KEENER: -- a single child wouldn't be
19 receiving -- or a program wouldn't be receiving both
20 funds for a single child.

21 MS. WILLIAMS: Yeah.

22 MS. KEENER: Okay.

23 MS. WILLIAMS: You know, they shouldn't be. And
24 I've worked through some of those over the years. I
25 remember one time, one school district had a big

1 newspaper article about doing that dual service and
2 they're very proud of it; but we worked with them
3 because the purpose of ABC was really to expand
4 access for children.

5 And so we really try to work with programs to --
6 let's look at the needs and that community and see if
7 there's gaps in what who's being served and make sure
8 that we're trying to get all the children into a
9 center-based option. So we work really closely, but,
10 you know, I would -- hopefully that's not happening.
11 But I do know in the past there were some. You know,
12 especially at the very beginning when it was all very
13 new, there were some instances and we would work with
14 the individual agencies because again, I think the
15 intent of this law was to expand access.

16 MS. KEENER: And the -- you mentioned center
17 based and we were saying center based in this
18 context, you're also including family, home
19 childcare, school districts are -- you're considering
20 separate. What about faith-based programs that --
21 because they can receive ABC funding; correct?

22 MS. WILLIAMS: Yes.

23 MS. KEENER: Okay.

24 MS. WILLIAMS: So we have -- yes. It is the
25 full range of for profit and nonprofit including

1 school districts and educational cooperatives. But
2 we do have some faith-based entities that are
3 included and do receive ABC.

4 MS. KEENER: Thank you. So, I guess, before we
5 make a motion, I have a few other things that I
6 wanted to say. You know, in pulling this it was --
7 our intent is, you know, in everything that we're
8 doing now is more transparency obviously and where
9 the money is going and a deeper understanding of --
10 by the Board and of the Department and sort of how
11 this is working. So I love the opportunity for us to
12 ask questions and dig into this.

13 And one of the things that, you know, this was
14 -- pulling this and being able to dig in a little
15 deeper was alarming to some people because they're,
16 you know, perhaps they needed to go ahead and offer
17 their contracts; they need to know that they're
18 renewed. So one of the things that I'm hoping is
19 that in the future that we'll get them a little bit
20 earlier, perhaps around January.

21 There are some questions that I still have that
22 we are just unable to answer, I think, because of our
23 -- the IT systems, the data collection. One thing
24 I'm hoping to see maybe next time is perhaps breaking
25 this down by license number. I think -- like, for

1 instance, a state has 541 slots, but I don't believe
2 all 541 are on campus. I think they're --

3 MS. WILLIAMS: Right.

4 MS. KEENER: They're spread out. So by license
5 number might give me a better understanding of the
6 location, the total slots, and then we can connect it
7 to perhaps the student learning. We can look at
8 their work sampling scores and be able to see how
9 effective these programs are.

10 One of the things we're interested in doing is
11 sort of defining high quality, you know. And if
12 we're going to continue -- you know, if we look at
13 the Better Beginnings, is it high-quality levels five
14 and six? Is it as low as three? Is it four? You
15 know, where does that fall? And do we have the
16 outcomes to match the star number? Can parents rely
17 on that star number to say okay, this means better
18 outcomes, not just a score on, you know, an
19 environmental rating scale, things like that.

20 So seeing these sooner and I think looking --
21 being able to build that data system so we can
22 connect to them will be very helpful in the future.
23 And I think we're going to dig into this in the
24 subcommittee as well. And so we can -- for those of
25 us that are deeply interested in the work, we're

1 going to have a chance to look into this further.

2 So I would like to move that we approve the -- I
3 want to get the wording right. It's not the
4 Professional Service Grants. It's the Program
5 Renewal Grants. And I move that we approve them.

6 CHAIR MOORE: Okay.

7 MS. KEENER: I'm sorry. Did I jump the --

8 CHAIR MOORE: There is a motion by Ms. Keener to
9 approve. Is there a second?

10 MR. BRAGG: I'll second.

11 CHAIR MOORE: A second by Mr. Bragg. Any
12 questions or comments before we take a vote?

13 MR. BRAGG: I just have one more, one more
14 question.

15 MS. KEENER: Oh, I'm so sorry.

16 MR. BRAGG: I always thought this was mainly,
17 like, Pre-K. What services would be provided to
18 infants or anybody less than that?

19 MS. WILLIAMS: Yeah. So they are in classrooms
20 just like preschoolers. You know, many children go
21 to an early childhood setting starting as early as
22 six-weeks-old. So the original law for ABC allowed
23 birth to five. So we had a few programs in school
24 districts that picked up infants and toddlers back
25 then.

1 There's definitely research about the ability to
2 serve children, especially low-income children, over
3 a period of time that can help them gain or get more
4 level with their peers. So there's some advantages
5 to that and those are definitely things that we can
6 look at in the longitudinal data and child assessment
7 data. But that -- they're really in a center-based
8 program, getting that language and literacy
9 enrichment and really building those foundational
10 skills for Pre-K and then later kindergarten.

11 MR. BRAGG: Thank you.

12 CHAIR MOORE: Okay. So the floor is open. A
13 motion has been made to approve the grant. Turn off
14 your microphone -- or turn on your microphone. We
15 will take a vote. All in favor, say aye.

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIR MOORE: Any opposed?

18 Motion passes.

19 **3: CONSIDERATION OF REQUEST FOR APPROVAL OF THE ARKANSAS**
20 **BETTER CHANCE PROFESSIONAL SERVICE GRANTS FY25**

21 CHAIR MOORE: Next, we have the ABC Professional
22 Service Grant part of the agenda.

23 MS. WILLIAMS: So these are professional
24 services contracts that really support the
25 professional development of the teachers and the

1 staff who work in the Arkansas Better Chance program.
2 Some of them are very specific to legislation;
3 they're part of the law. Early learning standards
4 content areas like the literacy work that we're doing
5 with Pre-K R.I.S.E. and aligning that with the
6 R.I.S.E. initiative. So they're pretty specific. I
7 will say this is work where I'm really excited.

8 We're -- we already have reduced; we took two
9 contracts off for this round. But we are working
10 very quickly as we close in on January to probably
11 having -- we've been notifying our colleagues and
12 friends that are contractors that there will be
13 changes because the LEARNS Act has some very specific
14 things like, for example, the class implementation
15 and pilot that will be starting this fall that we'll
16 be looking and is a better predictor of child
17 outcomes -- which will be starting this fall,
18 potentially replacing the current environment rating
19 scale tool that we use. So we're kind of in this
20 middle section now where we have to continue that
21 work with the environment rating scale but start the
22 implementation. And so I expect as we come back,
23 those are things that you'll see in these
24 professional services contracts, some of those
25 changes. But we've tried to line up with what's

1 required by the program, by the legislation and what
2 we hear from the field in terms of the needs. But I
3 do expect many changes, not just in these but also in
4 our Child Care Development Block Grant that we heard
5 last board meeting. So just some changes to align
6 more with what's going on in LEARNS.

7 We also attached a report -- there's a link to
8 an annual report -- I know that was a question --
9 trying to answer those questions about the number of
10 trainings that they provided, the number of
11 participants in those trainings and to just one-pager
12 or to give you a sense of what they're doing -- what
13 each one of them is doing, what the purpose is. So
14 some additional information linked to those -- that
15 one-pager that has the list with the amount of money
16 that they receive.

17 CHAIR MOORE: Board Members in the auditorium
18 first, questions?

19 MR. BRAGG: So is there a specific contract? I
20 mean, once the grant's approved, is there a specific
21 contract with each of these --

22 MS. WILLIAMS: Yes.

23 MR. BRAGG: -- organizations?

24 MS. WILLIAMS: Yes. Each one of these
25 organizations are doing very specific things to

1 support the Arkansas Better Chance program, staff,
2 teachers.

3 MR. BRAGG: And those changes you talked about
4 from LEARNS will be incorporated?

5 MS. WILLIAMS: Yeah. Well -- or maybe new
6 things, Mr. Bragg. We may, you know, we may have new
7 contractors who might have a different approach to
8 how we're doing some of the work.

9 MR. BRAGG: Okay. Thank you.

10 CHAIR MOORE: Questions, Ms. Rollins?

11 MS. MCFETRIDGE-ROLLINS: Yes.

12 I was just curious how is -- how are the
13 retention rates for the teachers and staff of the ABC
14 programs? How are we doing with that?

15 MS. WILLIAMS: You know, first, I will say
16 there's been a lot of change since the pandemic just
17 in early childhood, but definitely in ABC. I have
18 heard anecdotally this year -- and we've been working
19 to track, you know, an unintended consequence of
20 LEARNS and the 50,000. Some school districts, some
21 co-ops gave the early childhood teacher 50,000, some
22 programs did not. So I have heard that, you know, we
23 had a loss of teachers in some programs. We can get
24 that, Ms. Rollins. We can -- we have that data
25 available that we could look at from this past year

1 to see what that retention rate looked like in ABC
2 and --

3 MS. MCFETRIDGE-ROLLINS: Yeah.

4 MS. WILLIAMS: -- bring it back to the Board.

5 MS. MCFETRIDGE-ROLLINS: Yes. I think that
6 would be -- that would be great to have that
7 information. Why wouldn't all of the teachers gotten
8 that \$50,000 payments?

9 MS. WILLIAMS: Well --

10 MS. MCFETRIDGE-ROLLINS: Is --

11 MS. WILLIAMS: Yeah. That's a great question.
12 Remember, some of these programs are not connected to
13 school districts, so they're private providers. So
14 they wouldn't have received funding for that.

15 You know, I can't speak to all the districts or
16 co-ops. I know many of them did -- made an effort
17 and have been able to give their teachers that raise,
18 but it could be attached to funding and the number
19 they sent in. You know, there are probably a
20 multitude of reasons. But we could definitely -- we
21 have that data on the salaries of the teachers as
22 well. So we could definitely do a compilation for
23 the Board for you to see, you know, what the averages
24 are and what program staff are being paid.

25 MS. MCFETRIDGE-ROLLINS: I --

1 MS. WILLIAMS: But it's definitely going to be
2 different across the state. It looks a little bit
3 different.

4 MS. MCFETRIDGE-ROLLINS: I think that'd be very
5 helpful. Thank you for that.

6 Dr. Moore, that's all I have.

7 CHAIR MOORE: Ms. Woods, questions?

8 MS. WOODS: No, ma'am. Thank you.

9 CHAIR MOORE: Ms. Hunter?

10 MS. HUNTER: None for me. Thank you.

11 CHAIR MOORE: I do. I -- and I know this is
12 something we've talked about in years past when this
13 has come before the Board. But in your conversations
14 about this looking differently in future years, are
15 there any considerations to put out for RFP, any of
16 the grants and/or include some sort of evaluations
17 and accountability with --

18 MS. WILLIAMS: Absolutely. Absolutely. You
19 know -- and I see the secretary getting -- he's
20 probably wanting to dive into this -- but yes, we
21 definitely would want to follow the procurement
22 process for the state of Arkansas which is what we've
23 always done. There have been changes and I think
24 some of them don't go out for procurement because
25 there may be state agencies and it's handled a little

1 bit differently; but I definitely like -- and we have
2 always traditionally wanted to go out with an RFP to
3 get, you know, people to write and submit. I think
4 you get innovation that way. I love the idea of the
5 evaluation. I think we might build in an evaluation
6 component for each one or we could do a separate
7 evaluation component for the professional services
8 contracts that we pay for. So there's a couple of
9 different approaches, but I -- those are things that
10 we want to build into the system as we're making
11 changes to make it better and improve.

12 CHAIR MOORE: Great. And then remind me, so
13 there is an evaluation that's granted out every year
14 and is that an annual evaluation of all ABC programs?

15 MS. WILLIAMS: That's the longitudinal study
16 that is a requirement in the legislation, Dr. Moore;
17 and yes, it is an annual.

18 CHAIR MOORE: Okay.

19 MS. WILLIAMS: And they do the work that links
20 the children to the school district and assessment
21 that they're having as they move through the system.
22 And so we have our first, like, seniors and it's
23 really incredible data. The children that have been
24 in Pre-K all that time in Arkansas are finishing on
25 -- with their peers compared to children who didn't

1 get Pre-K at a much higher rate. So there's some
2 really good data in the most recent longitudinal
3 study. And that's included in the link to the
4 University of Central Arkansas. They're the current
5 contractors for that. And so you can see that
6 longitudinal and former longitudinal studies at that
7 link and at their website at Arkansas Research
8 Center.

9 CHAIR MOORE: Thank you.

10 Board Members, questions -- back to auditorium,
11 questions for you all?

12 MS. KEENER: I think everything that -- you
13 know, we've spoken about everything, and you
14 mentioned so much of what my questions and concerns
15 are about on -- certainly on the accountability, on,
16 you know, going out to -- going back to RFP, things
17 like that. And again, I think that, you know, one of
18 the systems that we use to track the professional
19 service grants is our PDR system and we know that
20 it's not perhaps doing a good job of tracking the
21 educators and what they're taking. There are -- I
22 think I've been there at least two, maybe three
23 times.

24 So cleaning that system up and linking it to
25 current educators, dumping those that haven't used it

1 in five years and being able to see those numbers
2 will be very helpful in reviewing this. So -- and I
3 did appreciate all the -- seeing the workshops that
4 were provided and the number of attendants, seeing
5 the -- you know, the ones that I could see there, the
6 duplications were across the school year. So that it
7 offered maybe being able to capture different
8 teachers out at different points in the school year.
9 That was helpful. It wasn't, you know, it wasn't
10 duplicating. Anyway, I think that's -- this has been
11 very helpful.

12 And this is another thing too that I think
13 coming back to us after we get the data system being
14 able to check some of those things and coming to us a
15 little earlier so that we can dig into it in the
16 reports. We can maybe get a -- sort of put together
17 a report that's standard across all of them. One of
18 -- looking at this, it was very helpful, but each
19 report had its own little nuances and where they were
20 able to kind of highlight the things they do, seeing
21 a standard report would help us compare after that.
22 So --

23 MS. WILLIAMS: Yeah. We definitely can do that.

24 SECY. OLIVA: If I could just add a comment to
25 what I think about is great when we're having

1 dialogue around our youngest children, we all know
2 the research says that there is not a single better
3 investment we can make as a state to making sure our
4 students have the foundations they need so that when
5 they get to kindergarten, they're ready to learn. So
6 I do think it'd be appropriate to commend, you know,
7 Lori and Tonya and the team in our -- statewide
8 that's working in this space because they receive a
9 lot of national accolades. And Arkansas has been
10 praised over the past several years as a state that
11 does a really good job in early learning. But the
12 fact that we have these practitioners that have
13 dedicated years of their lives saying, we're doing a
14 good job, but we can still do better.

15 And then with, like, Ms. Keener and the work
16 group coming in and saying there's still opportunity
17 and bringing in all the components of Arkansas LEARNS
18 is just going to be an investment in time and energy
19 that we're going to see a wonderful return on that
20 investment. And the more we can have conversations
21 about getting this space right, we know that is the
22 best investment that we can make. So I really do
23 enjoy the questions, the dialogue and I know as a
24 system, we're only going to keep getting better and
25 stronger.

1 CHAIR MOORE: Thank you, Secretary.

2 And Board Members, any other questions, or
3 comments?

4 (NO RESPONSE)

5 CHAIR MOORE: Then we'll open the floor for a
6 motion.

7 MS. KEENER: I'll make a motion we approve the
8 Professional Service Grants for Arkansas Better
9 Chance.

10 CHAIR MOORE: Okay. There's a motion by Miss
11 Keener. Is there a second?

12 MR. BRAGG: I'll second.

13 CHAIR MOORE: Second by Mr. Bragg. All in
14 favor, say aye.

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIR MOORE: Any opposed?

17 Motion passes.

18 MS. WILLIAMS: Thank you.

19 CHAIR MOORE: Thank you, Ms. Williams.

20 **4: APPOINTMENT OF A STATE BOARD OF EDUCATION NOMINATING**
21 **COMMITTEE**

22 CHAIR MOORE: With that, I believe all that's
23 left is the appointment of the nominating committee.
24 And we -- I believe as I read it, it is the Chair's
25 job to appoint the nominating committee. Do we need

1 to take a vote on that?

2 CHAIR MOORE: Do we know?

3 SECY. OLIVA: Yes, if we could. That way we
4 have it on record and it's formalized.

5 CHAIR MOORE: Okay.

6 So we have Randy Henderson, Lisa Hunter and
7 Adrienne Woods. Thank you for volunteering to be on
8 the nominating committee. Any questions or concerns
9 or comments?

10 (NO RESPONSE)

11 CHAIR MOORE: Okay. So -- and Secretary, sorry.
12 I couldn't totally hear. Are we -- do we take a
13 vote?

14 SECY. OLIVA: I would. I think to have on
15 record that the -- that this Board is formally
16 recognizing those individuals --

17 CHAIR MOORE: Okay.

18 SECY. OLIVA: -- to serve in that capacity. It
19 just keeps everything cleaner.

20 CHAIR MOORE: Okay. Great.

21 So I've nominated Randy Henderson, Lisa Hunter,
22 and Adrienne Woods. The floor is open for a motion.

23 MS. KEENER: I'll make a motion that we approve
24 the Chair's nominations.

25 CHAIR MOORE: Thank you, Ms. Keener.

1 Is there a second?

2 MR. BRAGG: I'll second.

3 CHAIR MOORE: Okay.

4 All in favor, say aye.

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIR MOORE: Any opposed?

7 Okay. Motion passes.

8 (The Action Agenda was concluded at 11:00 a.m.)

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C E R T I F I C A T E

STATE OF ARKANSAS)

) ss

COUNTY OF PULASKI)

I, Miranda McEntire, Certified Court Reporter #852, do hereby certify that the facts stated by me in the caption on the foregoing proceedings are true; and that the foregoing proceedings were reported verbatim through the use of the voice-writing method and thereafter transcribed by me or under my direct supervision to the best of my ability, taken at the time and place set out on the caption hereto.

I FURTHER CERTIFY, that I am not a relative or employee of any attorney or employed by the parties hereto, nor financially interested or otherwise, in the outcome of this action, and that I have no contract with the parties, attorneys, or persons with an interest in the action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original deposition transcript or copies of the transcript before it is certified and delivered to the custodial attorney, or that requires me to provide any service not made available to all parties in the action.

WITNESS MY HAND AND SEAL this 13th day of June, 2024.



MIRANDA MCENTIRE, CCR

Certified Court Reporter #852

