



AGENDA

STATE BOARD OF EDUCATION

May 13, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Toyce Newton, Chair

Report-2 Commissioner's Report

Presenter: Johnny Key, Commissioner

Report-3 Recognition of National Title I Distinguished Schools

The National Title I Distinguished School Program is an important element in the National Title I Association's efforts to share positive examples of Title I schools making a difference in the educational lives of their students. The schools were chosen by the State Department of Education based on outstanding performance in one of these two categories:

Category 1: Schools with exceptional student performance or alternative accountability criteria for those state with ED-Approved ESEA Flexibility Requests - for two or more years. Mount Pleasant Elementary in the Melbourne School District serves 121 students in Grades PreK - 6 and was selected in 2015 as meeting category 1.

Category 2: Schools that significantly closed the achievement gap between subgroups of students. Euper Lane Elementary in Fort Smith School District serves 470 students in Grades Kindergarten - 6 and was selected in 2015 as meeting category 2.

Presenter: Otistene Smith

Report-4 Report of Visits to World Class Career Centers

Representatives from the Northwest Education Service Cooperative visited four "world class" Career and Tech centers across the United States. The effort was funded by the Walton Family Foundation, the Northwest Arkansas Council, and by local school districts in the Northwest Education Service Cooperative. The Walton Grant requires a presentation of results to the State Board.

Presenter: Michael Poore, Bentonville School District Superintendent, and Rick Neal, Pea Ridge School District Superintendent

Report-5 Arkansas Equitable Access Strategy for Teacher and Principal Leadership

The Arkansas Department of Education and the Arkansas Leadership Academy have partnered together to implement a combination of strategies, which are part of the Arkansas Equitable Access Plan to address Teacher and Principal Leadership. The intended results are to improve instructional practice by utilizing proven tools, which foster collaboration and reflection for both students and adults. Principal Jason Young and his teacher leadership team from Sylvan Hills Elementary are here along with Amanda Linn, Curriculum Coordinator/Lead Institute Facilitator for the Arkansas Leadership Academy.

Presenter: Jason Young

Report-6 ATOY Report

Presenter: Ouida Newton

Report-7 Learning Services Report

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: Stacy Smith

Report-8 Priority School Third Quarter Progress Reports

ESEA Flexibility Waiver established that the State Board would receive quarterly progress reports related to Schools in Priority Status.

Presenter: Dr. Richard Wilde

Report-9 Discussion of Committee Membership and 2016-2017 School Improvement and Academic Distress Reporting

On March 28, 2014, State Board Chair Brenda Gullett appointed a special committee to study chronically underperforming school districts. She requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. Dr. Kimbrell requested the committee initially focus on the academic distress districts. Ms. Zook joined the committee at a later date in 2014. Mr. Ledbetter's term on the Board ended June 2015. Ms. Saviers' and Ms. Newton's terms end June 2016. The Board may consider additional appointments for the committee. In addition, the School Improvement Unit will request a schedule for reporting for the 2016-2017 school year.

Presenter: Dr. Richard Wilde and Deborah Coffman

Report-10 Nominating Committee Report

Pursuant to the State Board of Education Operating Procedures, on or before March of each year, the Chair shall appoint a Nominating Committee to secure nominations for Chair and Vice Chair for the upcoming year. The Committee shall consist of three (3) Board Members, who have served at least two years on the Board. The Committee will report to the Board at its May meeting, and the election shall take place by voice vote at the June meeting. On February 15, 2016, Chair Newton appointed Ms. Saviers, Ms. Zook, and Mr.

Black to serve on the nominating committee. The committee will report nominations for Chair and Vice Chair for 2016-2017.

Presenter: Ms. Saviers, Ms. Zook, and Mr. Black

EXECUTIVE SUMMARY

Topic: Career Development in NW Arkansas

Short Summary:

We are truly in a unique place and time. Leadership seems to be in place that can support the creation of career development programs that align to business needs and support our students in their preparation for adulthood like never before. It starts with a Governor who clearly seeks to enhance economic conditions in this state. His advocacy to bring more business to the State has taken many forms. In the K-12 world, his decision to advocate and deliver coding to each public school has been huge. It has put us on the map nationally, and more importantly, it has delivered a skill set to our students that will pay off in their future.

Equally important is a business community that has never been more aggressive in sharing their expectations as well as extending support to leaders in public education with programs that will prepare students for the Arkansas work force. Solutions for career development programming are being put together with a regional approach. This makes sense as it connects business leaders directly to the schools and students that make up their communities, while fostering an opportunity to build a work force from within.

We, in public education, have also been busy. Not only have we added programming courses, but we have utilized conversion charters, innovation status and waivers to create programs that make sense for our communities and for our students. We have turned to business leaders to support us in the development of these courses so that we produce a workforce that meets the specific needs of our region and State. We need their support to better understand how to deliver Logistics and Management, HVAC-Cooling Systems, airplane and diesel mechanics, and expanded technology solution courses. As a State we should be very proud of this work and we thank Commissioner Key and the ADE staff for highlighting this work in a variety of ways to our state stakeholders.

We still have work to be done. We have State Agencies with conflicting timelines, and who until recent times, have not interacted and worked formally to assist. We have a business community who seeks to have a greater voice in managing and supporting their future workforce. Their voice and expertise is needed and so are their resources. Finally, we have school districts that need support on how to lead initiatives for Career Development programs for their region.

Background:

The partnership between the Northwest Arkansas School Districts and the Northwest AR Education Service Cooperative could be viewed as a model for creating programs that support the needs of business, utilize a variety of internal and external resources to support programming, staffing and equipment, and create aligned programs of study that supports community needs. There are districts throughout the State that are helping to lead the way, and we are proud of partnerships that have developed between sister districts in our region and in other parts of our state.

Our efforts have been enhanced by a grant from the Walton Family Foundation that has allowed our 16 school districts to visit world class career centers throughout the U.S. A component of our presentation will be to share our learning from these visits. Additionally, we will formally share our barriers in moving forward on career development programs in our State with solutions we believe make sense for all stakeholders. Many of these solutions have been generated as a result of our visits to stellar career centers in other states.

Evaluation:

- How can the State and specifically the State Board support the direction that many school districts in this State are taking to develop world class career options and opportunities?
- Are the efforts being made in this State replicable in all regions?
- How do we create sustainability in action and resources for these type of programs?

Recommendation:

No formal action is being requested at this time. Our hope is to charge you with a commitment to not let this off your radar. We seek that you as a State Board will take some sort of active step each day on the effort to impact our young people with career development programs that are regionally developed.

Action Steps to be taken:

1. Create a Task Force comprised of stakeholders from all segments to create a financial plan as well as develop a plan to help breakdown policy and agency barriers.
2. We will continue to seek legislative and policy solutions to allow career programs to be developed and supported.
3. We will continue to develop programs that have already begun in NW Arkansas.
4. We will continue to engage the business community to help us drive this issue.
5. We will develop, implement and support a world class framework for career and technical education that will initially be delivered to NW Arkansas and then spread to the rest of the State.

Strategic Plan Alignment:

This delivery aligns with every economic plan that Governor Hutchinson has shared since his inauguration, and it has been enhanced by his effort to bring coding to every school in the State. This plan also aligns perfectly with Commissioner Keys Forum for Educational Excellence. This effort supports every industry that seeks a trained workforce or has concerns about an aging workforce. Finally, isn't this an effort we have all sought for years and now we have all the pieces in place to actually deliver?

Key Points:

1. School Districts throughout the State have jump started this effort with great success. We must now replicate the opportunities for all students.
2. Business must help drive the programming needs and we have to be responsive to that need.
3. This movement cannot move forward without the cooperation of the 3 State Agencies.

Key Players:

- Governor Hutchinson
- State Agency Heads: Johnny Key, Charisse Childers, Brett Powell
- Business Leader: Randy Zook, Mike Malone, Mike Harvey, Kim Davis
- Multiple School Districts throughout the entire State
- COOP Leadership: Charles Cudney, Cheryl Pickering
- Higher Education: Northwest Arkansas Community College, Dr. Evelyn Jorgenson, Diana Johnson

Fiscal Impact

States that have been studied that have the most sustainable career development programs have all settled this aspect of the delivery. Two states that have great models for our State to replicate are Oklahoma and Michigan. As stated earlier we believe a key action step is for Governor Hutchinson call for a State Task Force that can work out a financial strategic plan.

World Class Regional Career Centers Tour 2015- 2016

December 2-3, 2015: Frances Tuttle Career Center-OK City, OK

February 25 & 26, 2016: CART- Clovis, CA

March 8 & 9, 2016: Kent Career Tech Center- Grand Rapids, MI

April 18 & 19 , 2016: Aviation High School-Long Island, NY

1. Frances Tuttle Technology Center

12777 N. Rockwell Ave Oklahoma City, OK 73142

<http://www.francistuttle.edu/>

Francis Tuttle Technology Center serves high school juniors and seniors who reside in our partner school districts, as well as adults, with career-specific training to maintain a quality workforce. Two Academy programs prepare high school sophomores, juniors and seniors for the academic rigor of university-level degree programs. Francis Tuttle also offers complete business and industry training and consulting services, short-term training for career enhancement or leisure activities, and a variety of offerings via the online campus. All programs and services maintain high standards for the benefit of the individuals served, and for those businesses that employ them.

2. The Center for Advanced Research and Technology (CART)

2555 Clovis Ave., Clovis, CA 9361

<http://cart.org/>

The CART Vision is to create an environment where the students learn to use their minds well, to apply what they have learned in school to life- long endeavors, to be technologically literate, and to develop the skills and self- confidence to succeed in a globally competitive workforce. The Center for Advanced Research and Technology (CART) is the most comprehensive, state-of-the-art education reform effort at the secondary level to date. CART combines rigorous academics with technical, design, process, entrepreneurial, and critical thinking skills. The 75,000 square foot CART facility, designed as a high performance business atmosphere, is organized around four career clusters. They are Professional Sciences, Engineering, Advanced Communications, and Global Dynamics. Within each cluster are several career-specific laboratories in which students complete industry-based projects and receive academic credit for advanced English, science, social science and technology.

3. Kent Career Tech Center

1655 East Beltline NE

Grand Rapids, MI 49525

<http://www.thetechcenter.org/>

KCTC is no longer the "Skills Center" your parents remember. We've reinvented and redirected our programs. All our students are preparing for college or post-secondary training. They're earning college credits through direct credit and actual college courses right on campus. And more of the high school credits students earn are now in the core subjects (math, science, language arts).

KCTC students do amazing things every day. From running a restaurant/bakery, operating jet engines and flying simulators, designing and building computer networks, to using medical equipment and performing tests on actual patients, our students do it all. If you haven't seen KCTC in a while, come visit our main campus or any of our six satellites.

4. Aviation High School

45-30 36th Street, Long Island City, NY 11101

<http://www.aviationhs.net>

Engaged CTE students not only stay in school, but improve their academic performance, showing that urban schools do not have to sacrifice rigorous academics to provide a relevant curriculum. Aviation High School (AHS), a public New York City High School in Queens, is one such example. Combining rigorous coursework in language arts, mathematics, science and social studies with world-class technical training, graduates from Aviation High can earn Federal Aviation Administration airframe and/or power plant certifications. As of 2011, Aviation High School has been awarded four straight "A" ratings by the New York City Department of Education and has been recognized as one of the best high schools in the nation by U.S. News & World Report.

Career and Tech Frameworks/Quality Indicators

EDUCATION POLICY DISCUSSION

Goal

Secondary studies programs that empower the learner to pursue a career, post-secondary studies, or both, upon graduation.

Objectives

1. Intensive career orientation and education for every learner in the secondary system.
2. Flexible, relevant, programs or coursework that schools can rapidly deploy.
3. Bundled credits / coursework that integrate traditional academic and CTE frameworks.
4. Universal concurrent credit with similar post-secondary programs in the state of Arkansas.
5. Business/Industry recognized credentials (certifications).

PROGRAM QUALITY INDICATORS	
I. Career Pathways and Programs of Study	
	<p>Career pathways and programs of study related to key industries/in-demand occupations in the region</p> <p>Industry input and/or Labor Market Information inform programming offered</p> <p>Program offerings are presented and made available to all students</p> <p>Programs result in industry-recognized credentials informed by and valuable to local companies</p>
11. Industry Involvement (ways in which industry supports/informs programs)	
	<p>Provide/validate Labor Market Information</p> <p>Serve on Advisory Committees</p> <p>Inform curriculum development and/or credentials offered</p> <p>Active engagement in programming/classroom</p> <ul style="list-style-type: none"> o Delivering lessons/content o Sharing industry/company information <p>Participate in Career Fairs</p> <p>Provide work-based learning opportunities for students</p> <p>Conduct mock interviews/review resumes</p> <p>Provide company/facility tours</p> <p>Host teacher externships</p>
III. Student Work-Based Learning/Experience Opportunities	
	<p>Existence of pre-Apprenticeship and/or bridge programs to Apprenticeship</p> <p>Industry internship opportunities</p> <ul style="list-style-type: none"> o All students? o All programs of study? o Within industry related to program of study? o Duration? <p>Co-operative Education programs (academic credit for structured job experience)</p> <ul style="list-style-type: none"> o Related to technical/career program of study? o Offered to general student body population? <p>Job shadowing opportunities</p> <ul style="list-style-type: none"> o All programs of study?
IV. Project-Based Learning	
	<p>Programs emphasize project-based learning</p> <p>Use of cross-curricular instruction (e.g. math and science)</p> <p>Cohort/block scheduling to facilitate project-based learning</p> <p>Connection to industry</p> <ul style="list-style-type: none"> o Projects are influenced by industry needs/feedback o Conducted for/in concert with local industry

V. Career Awareness & Guidance
<p>Exposure to regional industries and career opportunities</p> <ul style="list-style-type: none"> ○ Industry presentations/visits at school ○ Tours of local companies ○ Self-directed <ul style="list-style-type: none"> • Web-based tools • Onsite career exploration resources <p>One-on-one career advising</p> <ul style="list-style-type: none"> ○ Who fulfills this role? (Guidance counselors, instructors?) ○ Staff is aware of and up-to-date on industries and opportunities in the region <p>Resume writing, interviewing and job search skill development</p> <ul style="list-style-type: none"> ○ In classroom or individualized? <p>Provision of foundational workplace skills</p> <ul style="list-style-type: none"> ○ Contextualized or stand-alone? ○ In classroom or individualized? ○ WorkKeys or other similar program?
VI. Transitions-Links to College and Career
<p>Transitions to College</p> <ul style="list-style-type: none"> ○ Advising/supported transitions ○ College credit-dual or concurrent enrollment ○ Articulation agreements <p>Transitions to Career</p> <ul style="list-style-type: none"> ○ Advising/supported transitions ○ Job search assistance ○ Connection to external resources ○ Resume writing assistance/ tools ○ Industry certifications/credentials <ul style="list-style-type: none"> • Do students earn them? • What credentials offered? • Does industry inform?
VII. Facility & Physical Infrastructure
<p>State of the art facilities</p> <ul style="list-style-type: none"> ○ Up-to-date equipment (relevant to industry) ○ Adequate classroom and lab space and materials <p>Available for evening use-maximizing training capacity for region</p>
VIII. Instructional Staff
<p>Instructional staff with direct industry experience</p> <ul style="list-style-type: none"> ○ Currently working within the industry (at least part-time) ○ Instructors from industry who also hold teaching certification <p>Professional development activities for faculty</p> <ul style="list-style-type: none"> ○ Industry-related training/certifications ○ Renewal of licensure (as applicable) ○ Professional Learning Communities (PLC) designed around target industry ○ Mentorship opportunities w/ industry representatives
IX. Program Assessment

Program effectiveness is measured

- How? By what indicators?

Student outcomes are measured

- How? By what indicators?

Industry engagement is measured

- Number of business partners
- Business investment
- Business partner satisfaction
- Job placements with business partners

State Board of Education May 13, 2016

Professional Studies

Engaged, Empowered and Enabled Learners



Are you disrupting or being disrupted?
Ralph de la Vega
CEO AT&T

Time to Celebrate



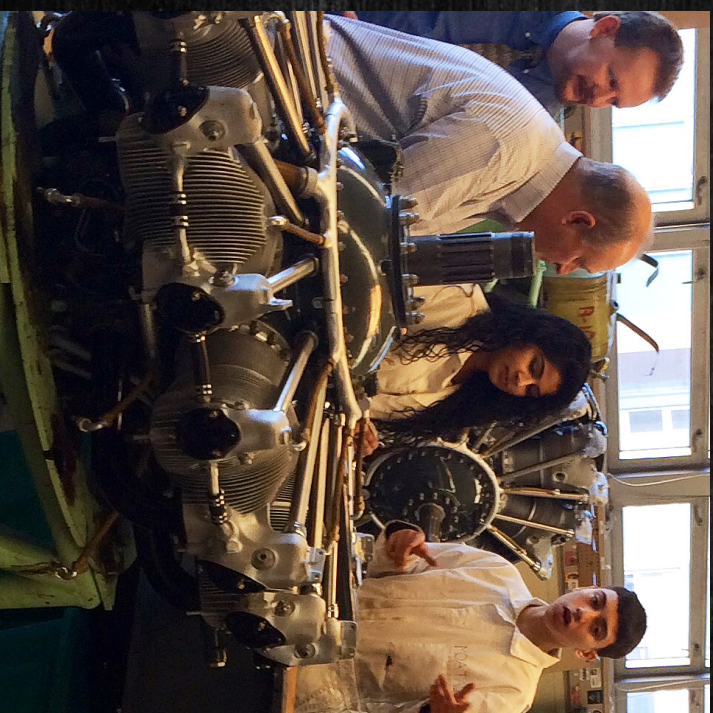
- Gov. Hutchinson's Efforts
- State Business Leaders
 - Be Pro Be Proud
 - Grants-Contributions
 - Coming to the Table
- School Districts Partnerships to create programming
- Actions of your State Board
 - Waivers
 - Innovation Status
 - Conversion Charters

We need structure-We need sound policy-We need to lead

According to the survey, the employees that are the most difficult to find include:

- ✓ Health Professions
- ✓ Business Support Services
- ✓ Construction Trades
- ✓ Computer Information Technology
- ✓ Teaching Professionals
- ✓ Financial Support Services
- ✓ Skilled Production Trades
- ✓ Logistics, Supply Chain, Transportation

NMMA Employer Retention & Expansion Surveys, 2014



Student Voice- “They Matter”



Driving Decisions for Partnership

- Walton Family Grant- Trips to see World Class Exemplary Programs
 - [Francis Tuttle](#), Oklahoma City, OK
 - [CART](#), Clovis, CA
 - [Kent Career Center](#), Grand Rapids, MI
 - [Aviation H.S.](#), Long Island, NY
- Work with Regional Chambers and Economic Councils
- Collaboration to “play to strengths” of school districts



Options and Opportunities

What We Have Learned

Charging a Path Forward

Policy Discussion

Frameworks/Quality Indicators

CART

"I was very impressed with the way core subjects are embedded in their programs of study. I loved the project based learning approach."

Marsha Masters, Economics Arkansas

"They have a 3-pronged funding source. Their state vocational portion was substantial."

Dan Jordan, Superintendent, Elkins

"If we're going to dream, let's dream BIGGER."

Marianne Hauser, CTE Director, Fayetteville

"I loved that CART students were tackling real-world projects such as creating a prosthetic hand for a local man who had lost several fingers in an accident."

Lisa Hotsenpiller, CTE Director, Siloam Springs

Frances Tuttle Technology Center

"Lives are literally being changed there one student at a time." "We must keep in mind that every day, week, month, and year that goes by without such a facility, many, many students are missing out on opportunities that they may never have available to them again"

John Karnes, Superintendent West Fork

"I liked that their concentration was in three different areas, adult education, student academies and business industry services."

Clayton Williams, Farmington

"It was great to visit a well-funded example of what career education can look like for a region."

Jody Wiggins, Assistant Superintendent Siloam Springs

Kent Career Tech Center

"Kent Career Tech Center in Grand Rapids, MI represents a template that can be used as a living example of how to build a high quality CTE center that will provide high quality opportunities for any student and will build a foundation for economic growth in any community, region and beyond."

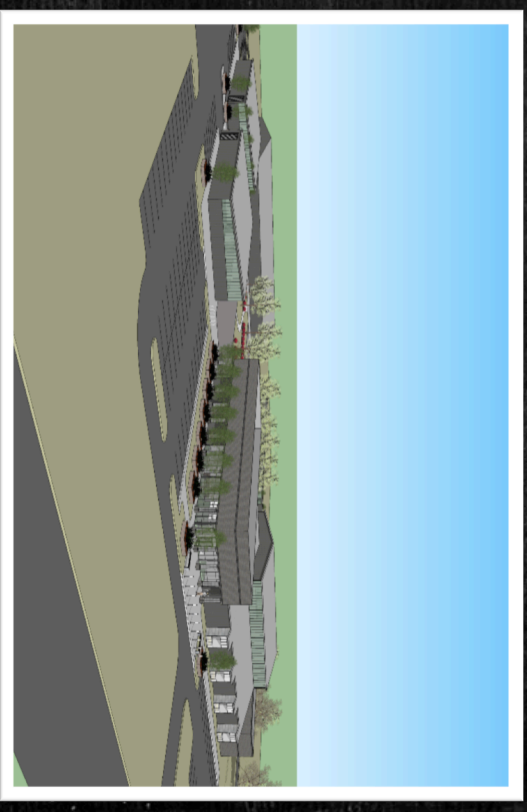
Dr. Charles Cudney, Director, NVAESC

"In my opinion, the model at Kent is comprehensive and provides the best model that we have seen for sustainability."

Jason Jones, High School Principal, Siloam Springs

What is our Preferred Future? Why Not Now-Now Today?

- Benton County Professional Studies Center/PRMBA/Saline County/ Memphis
- In the Bank?
 - Gov. Hutchinson's Advocacy
 - Legislators who have long called for advancement of skilled professions
 - Business Community who face shortages
 - State Board who seeks to impact each child



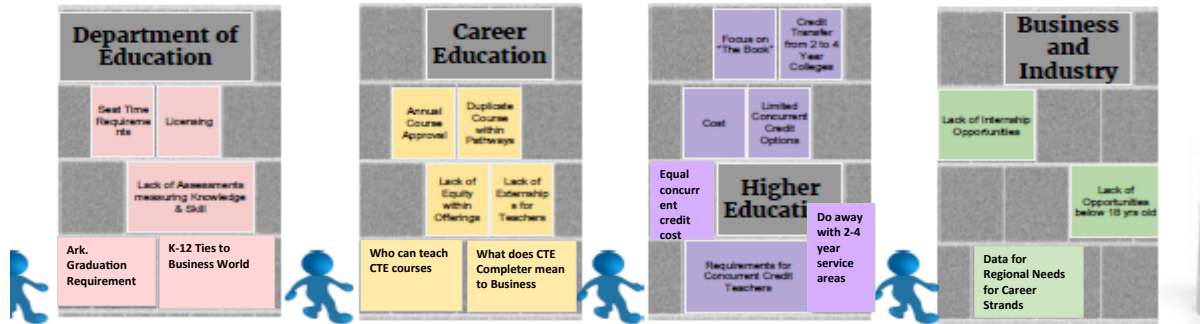
Today - THE TIME IS NOW!!!!

- Develop a financial recipe for Development and Sustainability for Career Programs
- Create alignment between three State Agencies
- State Task Force
- Today- Go Walk and Talk



Breaking Down the Barriers

ADHE/ADE/ACE Collaboration Efforts



Summary of Lean Canvas for Barriers

Barrier 1: Lack of Internships Opportunities		
Problems:	Compelling Messages:	Solutions
OSHA regulations	Work provides a real visible connection between skill sets and application.	Shorter internships
High school schedules - flexibility	There will be a development of the student and the development of talent.	Work assignments at school after industry tour
Internship vs. externships vs. work experience	Try before you buy!	Utilize 18 year olds
Teacher connections	Bring the business to the classroom.	Cannot change OSHA
Internship structure	Building capacity to meet local workforce demands and training future workers.	Program Structure - consistency/expectations
Internship summer hours	Knowledge and access to unique employer footprint in region.	Train for work program so why student turns 18 he/she ready for work.
Students get own internships		Carnegie units & Seat time flexibility
Time constraints of the business		Career coach in every school
Expectations of experience		Right employer partnerships that will help meet their needs.
Transportation costs		Technology
Location of business to school		Incentive or Push
Partnerships		Flexibility of time and models
Benefits to students		Technology based database to connect schools and possible internships
Credentialing		Adaptability
Business doesn't see a benefit in internship		Legal agreements for under 18/Insurance
Age		
Credit for internship time		
Finding more opportunities		
Travel time to worksite		
Communication between business and schools about internship opportunities		
Employer engagement		
Barrier 2: Concurrent credit		
Problems:	Compelling Messages:	Solutions
Cost of concurrent credits	We must find a way to show kid value and have them internalize.	Funding: Establish a consistent and stable funding source that will be available to all students in secondary school in the state taking current credits.
Multiple processes	This is money for student, school and business community.	Credentials: Establish a teacher qualification process for concurrent credit.
Multiple deadlines	We believe that all students should have an equitable opportunity to receive concurrent credit.	Uniformity: Establish uniform credit transfer agreement for CTE courses.
Multiple agencies with different requirements	We believe that colleges and universities should provide an equitable tuition option for students and districts.	Modify laws
Funding (who pays for it?) * scholarship by college * business and industry * community/organization/non-profit * use of NLSA or other state funding		Simplify approval process
Credentials (specifications for high school teacher) * extra training - competency * evaluation		Funding concurrent credit should be the same as Advanced Placement
Uniformity (access) * agreement to work across service areas * get credit at numerous campuses		
Level playing field * standardization of tuition for concurrent credit * equitable access		
Laws and ADHE policy * requiring to charge full tuition and fees		

BARRIER 1: Lack of Internship Opportunities

Problem	Solution	Unique Value Proposition	Unfair Advantage	Customer Segments
<p>Internship vs. externship vs. Work experience</p> <p>OSHA regulations</p> <p>HS schedule - flexibility</p> <p>Teacher connections/communication</p> <p>Internship structure</p> <p>Own jobs</p> <p>Busy - time to train/show</p> <p>Expectations of experience/employer</p> <p>Transportation costs</p> <p>Time</p> <p>Location</p> <p>Partnerships</p> <p>Benefits to students</p> <p>Credentialing</p> <p>Business doesn't see opportunity in internship</p> <p>Age</p> <p>How to get more opportunities</p> <p>Time/Travel to work site</p> <p>Credit for internship</p>	<p>Shorter work assignments</p> <p>Work assignments at schools</p> <p>Utilize 18 yr. olds</p> <p>Cannot change OSHA</p> <p>Consistent expectations</p> <p>Train to work programs</p> <p>When turns 18 ready for work</p> <p>Seat time flexibility</p> <p>Career Coach in all schools</p> <p>Right employer partnerships</p> <p>Technology</p> <p>Incentive or Push</p> <p>Legal agreements</p> <p>Database to connect business to schools</p> <p>Adaptability</p> <p>Key Metrics</p> <p>Equipment involved</p> <p>Placement numbers</p> <p>Feedback from business</p> <p>Feedback from students</p>	<p>Why internships?</p> <p>Work provides a real visible connection between skill sets and application.</p> <p>Student development</p> <p>Development of talent</p> <p>Try before you buy!</p> <p>Bring business to classroom</p> <p>Virtual internships</p> <p>Brief internships</p> <p>Value to students: Knowledge of access to unique employer footprint in region</p> <p>Building capacity to meet local workforce demands</p> <p>Training future workers</p> <p>Money to students</p> <p>Start to career - life long track</p>	<p>Geographic proximity to large corporations</p> <p>Local & Regional Resources</p> <p>Equity for students</p> <p>Channels</p> <p>Teacher/Instructor</p> <p>Intern/Extern</p> <p>SHRM - 8 chapters around state</p> <p>Who will get you in touch with right people (2,000 in organization)</p> <p>Volunteer hours</p> <p>Two-way communication and collaboration to develop meaningful</p>	<p>Customer Segments</p> <p>Students</p> <p>Business/Industry</p> <p>Schools</p> <p>Business Partners</p> <p>Parents</p> <p>Community</p> <p>Trades: plumbing, HVAC, etc.</p> <p>Manufacturing plants</p> <p>General office environment</p> <p>Information Technology</p> <p>Medical</p> <p>Education</p> <p>Administrators</p>
<p>Cost Structure</p> <p>Transportation for students, Time, Set-up expectations, Personnel Manager, Scheduling, Salaries, Technology, Logistics, Facility, Employer lost productivity, school administration or teaching cost</p>				
<p>Revenue Streams</p> <p>Free vs. Paid internships - regulations</p> <p>Kid = qualified worker, fresh ideas, student's add to resume, provided quality experience for students/business/school</p> <p>Shared between business and schools</p> <p>Grants, Employers, Employer Groups, Foundations</p>				

BARRIER 2: Concurrent Credit

Problem	Solution	Unique Value Proposition	Unfair Advantage	Customer Segments
<p>Cost</p> <p>Multiple processes</p> <p>Multiple deadlines</p> <p>Multiple agencies with different requirements</p> <p>Funding - who pays for the postsecondary credit?</p> <p>Creditentials - specifications for high school teachers?</p> <p>Uniformity - availability across all secondary and postsecondary</p> <p>Level playing field</p> <p>Standardization of tuition for CC</p> <p>Equitable access</p> <p>Law and ADHE policy requiring to charge full tuition and fees</p>	<p>Funding- Establish a consistent and stable funding source that will be available to all secondary schools for concurrent classes.</p> <p>Creditentials - Establish a teacher qualification process.</p> <p>Uniformity - Establish uniform credit transfer agreement for all CTE courses.</p> <p>Modify laws</p> <p>Simplify approval process</p> <p>Funding CC same as advanced placement</p>	<p>You have to find a way to show kid value & have them internalize.</p> <p>Money = student, school, business community</p> <p>Skills + Aptitude + Motivation = Competitive Candidate</p> <p>We believe that colleges and universities should provide an equitable tuition option for students/districts.</p> <p>We believe that all students should have an equitable opportunity to receive concurrent credit.</p>	<p>Communication to:</p> <p>Parents</p> <p>Communities</p> <p>Business Partners</p> <p>Students</p>	<p>Students who need a different option or environment to be successful.</p> <p>Secondary school administrators.</p> <p>Students who cannot afford to pay tuition.</p> <p>High Schools</p> <p>Students</p> <p>Business & Industry</p> <p>2-yr colleges</p> <p>4-yr colleges</p> <p>Community</p> <p>Advisory Committee communication with high school and college</p>
Cost Structure		<p>Revenue Streams</p> <p>FTE funding</p> <p>State funding (Foundation)</p> <p>Grants</p> <p>Arkansas Scholarship Endowments</p> <p>Funding needs to follow students</p>		

The Time is Now

White Paper- Making it Real in Career Preparation

For years educators and business leaders have long sought a similar educational delivery system to create a stronger work force. Unfortunately, neither group really understood that their interests were directly aligned. The traditional focus was placed on college preparation with the expectation that a professional career began after college. Other career paths were viewed as “blue collar” and the emphasis on educating students for those paths were devalued. That perception of two separate working classes has been undergoing an organic change in more recent times, mainly due to the rise of technology as an enabler in almost all career paths. This change has reached an exciting point in Northwest (NW) Arkansas. Educators have begun to work with business leaders and economic thinkers to create curriculum, develop internships, and deliver programs to meet workforce needs. For business leaders, it is easy to see a Return on Investment (ROI) to take part in such an effort. For educators, we understand that our educational delivery system must change. We must create active learners, we must develop workforce ready skills, and we must engage a mass of students whose post-secondary path is uncertain at best.

On September 23rd a diverse group of educators from multiple districts met to further our collective commitment to a model that modifies our current educational delivery system for the junior and senior years. The initial activity was to form a common vision for what we seek as educational leaders. Educators from NW Arkansas and Central Arkansas found instant alignment in regard to our target. We seek to deliver a student centered approach that is not a cookie cutter model, but instead an approach that offers opportunities which allow students to follow their passion and move towards a career that matches community need and individual economic security. We believe we can create career pathway programs that will ignite student interest and skill development that will better prepare **EVERY** single student for their post-secondary opportunities. Our vision captures a belief that students should be able to receive high school credit, concurrent college credit, and workforce certifications in career technical programs. These programs will range from medical professionals (doctors to nurses), to construction trade, to high skilled IT career options, and to culinary arts just to name a few. We realize all programs need to be built and delivered to meet workforce needs of our community. Insightful educators realize that work must occur collaboratively with multiple partners to make this approach work. School Districts have already begun to work with community colleges, universities, and business leaders to try to fulfill this goal.

As exciting as it was to envision our preferred educational delivery system it must be acknowledged that as we seek to create this reality there are substantial inhibitors blocking progress. To be blunt, the bureaucracies seem to simply refuse to work together and to even realize the target we and our communities seek. This might be less frustrating if we didn't see adjoining States who have addressed many of our issues years ago. The inhibitors we find that are hampering our efforts to meet the demands of the business community and to allow us to better serve our own students are:

- **Arkansas Department of Education (ADE)- Arkansas Career Education (ACE) -Higher Ed-** These three historically have been segregated in such a manner to generally not be able to successfully coordinate their respective areas of educational work and process so as to improve educational opportunities and capacity for students. They also have not seemed adept at understanding how to support career pathway programming. Sometimes the limitations come from within the individual organizations; other times limitations are created because the three entities do not collaborate.

- **Traditional Thinking-** Both at the local and state level we seem to consider career tech programs under a vision of the old vocational programming model.
- **Graduation Requirements-** While the ADE does provide an opportunity for embedded courses, we do not have that same opportunity to make that happen with ACE. We must think out of the box to help make this work for our young people and continue to meet standards established by both the ADE and ACE. Consideration also needs to be given on how to modify current requirements to meet career pathway courses. As an example, would a student who is learning to be a diesel mechanic not be better served taking a business math course rather than Algebra II?
- **Scheduling-** This is mainly an issue with seat-time requirements and a local issue with capacity. We have to find ways to expand classroom time for career tech programs. Allowances for modifying seat time need to be clarified in the rules. Digital and blended learning opportunities are now available and exploration of how to use that type of application to allow students to be in their career fields creates the need for conversation of how we look at seat time and Carnegie Units.
- **Career Tech Center Availability-** This is a key need. Currently schools have limited in access to Tech Centers. Most school districts have students that live in rural areas and have drive times of well over half an hour (one way) to access their regions Career Tech Center. This is a State issue that must be addressed and we believe we could craft a local solution for NW Arkansas if allowed.

We are very proud of progress that has been made in our region on this issue over the past two years. We have school districts that have developed or are in the process of developing Conversion Charters in order to provide technical courses for students. We also have Districts that have taken advantage of the new opportunity to seek District Waivers similar to those granted to Charter Schools. Finally, we have been very fortunate to partner with a variety of businesses, foundations and support organizations in this state to assist us in helping us create an improved educational delivery system to our students. We live in a region that thrives on innovation and believe models we develop will be replicable throughout our State.

We could be patient and let this all play out. We don't think waiting really supports the students we have at our schools right now nor does it support the need of our business community who seek solutions and prepared students now.

Therefore, we are petitioning the leaders in education, the Commissioner of the Arkansas Department of Education, the Director of Arkansas Career Education, and the Director of Higher Education to collaborate to remove the roadblocks that are hampering our progress. We recognize that some of the inhibitors may require legislative action, but others may be corrected by having stakeholders meet and modify rules tied to agencies as well as create commitments between these agencies to work together collaboratively with school districts. We look forward to the opportunity to work through these issues and create the outcomes we all seek to better prepare our students for their future and for ours. The Time is Now!

The Time is Now - Lead to Opportunity

Pea Ridge Superintendent Rick Neal and Bentonville Superintendent Mike Poore

We are sure the last several months have been a blur for you and those you serve. During our careers we have learned that school life does not slow down and each passing year seems to move at a quicker pace.

We want to take this opportunity to provide you with an update on the work we are doing to align the needs of students with the expectations of the business community and create an Arkansas education system that better prepares our students for their future. Our efforts started with a White Paper that grew out of a collaborative effort with superintendents from across Arkansas. (If you missed this paper follow this link <http://goo.gl/H3g1yE>.)

Immediately, this White Paper made an impact and ignited a discussion that eventually lead to a momentous meeting that brought leaders from the Arkansas Department of Education, Arkansas Career Education Department, Arkansas Department of Higher Education, and our very own AAEE. This group was joined by legislators, leaders of philanthropic foundations, and many other K-12 school leaders. Most importantly, Governor Hutchinson sent his top educational policy aide, Dr. Sarah Moore.

One of the first things we shared is that superintendents and school district leaders were very encouraged that a meeting like this was even taking place. We took the time to celebrate what is already happening in the State. One program that was highlighted was the work of Jon Collins in West Memphis. We also shared quality work that is being done in Northwest Arkansas to expand career path opportunities tied to industry and community needs.

Those in the audience from the K-12 world were excited to hear that the ADE and ACE staff are interacting and working together. One key target of their work is to better align course codes, something that is long overdue. It must be shared that we had to temper the excitement of that work with the fact that these two groups needed to incorporate the voices of real K-12 educators into their work to receive authentic input from professionals interacting with students on a day-to-day basis. The inspiring thing about this meeting is that for every challenge presented, a solution began to emerge through collaboration among the parties.

To be specific, agreements or solutions were made on the following:

- Career Pathways must be delivered to meet regional expectations. Our State cannot try to deliver a cookie-cutter, one-region-fits-all approach to career options.
- Support among stakeholders for aligning business needs and student passions is critical and imperative to making real, relevant career education a reality throughout Arkansas. ACE representatives agreed in principal to find ways to allow waivers similar to how the ADE now allows waivers. This could be a great tool for Districts to use to clear barriers that have prevented us from engaging students whose path to post-secondary opportunities is not clear.
- We must review and modify "pre-requisites." Too often the students we most want to impact have no chance to access courses that will alter their life course, because of pre-requisite courses. There's a great example of this right now in Bentonville. A student in the IT Solutions strand of our Ignite program ranks 800th in a class of nearly 1,000 students. By traditional measures, he's not achieving. When the hurdles of pre-requisites are removed he has become a

leader and a gifted app developer. If Bentonville had not looked past the so-called required prerequisites this young man would never have had the opportunity to access a class that is taught in a professional environment at TATA Consultancy Services, earn an internship at Walmart, and achieve at a high level.

- A commitment to explore how to duplicate programs that ADE and ACE promote can to be aligned and streamlined. Examples provided in this meeting share how teacher preparation is instituted and promoted in two different ways by these two organizations.
- Finally, and perhaps most importantly, the parties need to commit to continuing a discussion of what a student's senior year should look like. Do all students really need Algebra II? Or Algebra III? Could a student not benefit from taking a class that embeds math and or science skills into a career pathway? Wouldn't a financial literacy class focused on the math and data analysis needed to make life's most important decisions better serve most students? We believe the answer is yes. We can thank Governor Hutchison for paving the way for thinking differently about the senior year through his computer science initiative that makes computer coding part of the curriculum.

So what is next? Our school districts must become agile, flexible, and responsive. We need to break down the silos we've built up over the years. Silos limit scope, promote one dimensional thinking, and narrow perspective. Silos hold things in and control content, exactly the opposite of the global economy where open-source development and ubiquitous technology makes information readily accessible. In a world where the need for creative collaborators, communicators, critical thinkers, and solution finders with an entrepreneurial mindset are required we need to provide opportunities for students to practice those skills in the real world.

- As Superintendents, we must take the lead. We must rally our own staff, connect with our business community, and push for a delivery system that breaks down barriers to students we know we most need to impact.
- Every school district and every COOP must find the way to link community workforce needs with student passion and opportunities. Districts have taken this step and now is the time to learn and consider what would work best in your district. For Bentonville, our dream became a reality after visiting the Career and Professional Studies Program (CAPS) at Blue Valley School District in Kansas City and becoming a part of the CAPS network. This network began as a consortium of Kansas City districts working together to engage kids with business leaders to find solutions to real problems. For Pea Ridge, the focus became clear after completing the first year of our PRMBA program, which provided the opportunity for students to follow their passion. Twenty-eight seniors in the program graduated to high wage jobs in the region. We applaud efforts of COOP Directors like Dr. Charles Cudney in Northwest Arkansas and the Arch Ford Cooperative, who have planned trips for their Superintendents to visit and learn from other school districts. We both are excited about Northwest Arkansas trip to Tuttle Center in Oklahoma City coordinated by Director Cudney. Trips such as these provide opportunities to coordinate with business leaders, find ways to deliver concurrent credit, and share best practices of how to recruit and develop our own students.
- We need to push the leaders of ADE, ACE, and ADHE to lead this effort through collaboration between themselves and business leaders to develop a workforce to meet the needs of the business community. This challenge is compounded by the historical status quo mindset at these organizations. Many in these organizations actually think everything is fine. But we know more can be done. Former Director of ADHE, Shane Broadway, said it best when he shared, "if we don't make changes we are set to have a State that has a workforce only prepared for jobs

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Professional Studies

Engaged, Empowered and Enabled Learners



Are you disrupting or being disrupted?

Ralph de la Vega
CEO AT&T

Time to Celebrate



- Gov. Hutchinson's Efforts
- State Business Leaders
 - Be Pro Be Proud
 - Grants-Contributions
 - Coming to the Table
- School Districts Partnerships to create programming
- Actions of your State Board
 - Waivers
 - Innovation Status
 - Conversion Charters

We need structure-We need sound policy-We need to lead

According to the survey, the employees that are the most difficult to find include:

- Health Professions
- Business Support Services
- Construction Trades
- Computer Information Technology
- Teaching Professionals
- Financial Support Services
- Skilled Production Trades
- Logistics, Supply Chain, Transportation



NWA Employer Retention & Expansion Surveys, 2014

Student Voice- “They Matter”



Driving Decisions for Partnership

- Walton Family Grant- Trips to see World Class Exemplary Programs
 - Francis Tuttle, Oklahoma City, OK
 - CART, Clovis, CA
 - Kent Career Center, Grand Rapids, MI
 - Aviation H.S., Long Island, NY
- Work with Regional Chambers and Economic Councils
- Collaboration to “play to strengths” of school districts



Options and Opportunities

What We Have Learned

Charting a Path Forward

Policy Discussion

Frameworks/ Quality Indicators







KentCareer TechCenter

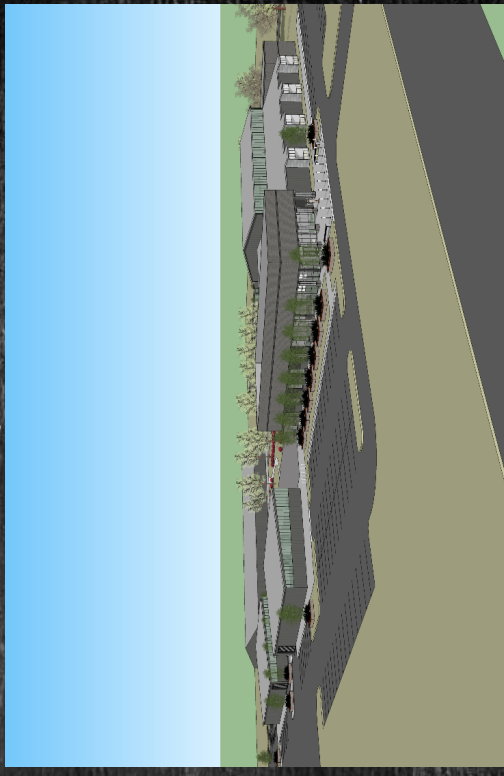
REAL LIFE. REAL LEARNING.



What is our Preferred Future?

Why Not Now-Now Today?

- Benton County Professional Studies Center/PRMBA/Saline County/Memphis
- In the Bank?
 - Gov. Hutchinson's Advocacy
 - Legislators who have long called for advancement of skilled professions
 - Business Community who face shortages
 - State Board who seeks to impact each child



Today- THE TIME IS NOW!!!

- Develop a financial recipe for Development and Sustainability for Career Programs
- Create alignment between three State Agencies
- State Task Force
- Today- Go Walk and Talk



Arkansas K-12 Science Standards

Arkansas K-12 Science Standards. Are they new? How were they developed? How will my classroom instruction change as the science standards are implemented? Where can I find science resources and professional development aligned to the science standards? These are questions that science teachers around Arkansas are asking. To help answer those questions, I would like to guide you through the development process and projected implementation.

Arkansas educators worked with educators from 25 other states to develop the Next Generation Science Standards. The NGSS state what science students in grades K-12 need to know and be able to do to be prepared for college and a global workforce. In 2014, the Arkansas State Board of Education endorsed the NGSS as a guide for the development of the new Arkansas K-12 Science Standards.

The Arkansas Department of Education then assembled committees of K-12 teachers and instructional facilitators, assisted by higher education content experts, to review the NGSS and develop the Arkansas K-12 Science Standards. During the process, educators from more than 150 districts from every region of Arkansas were involved. Public comment and feedback was sought after and encouraged through every step. The committee received comments from both individuals and groups. Several regional cooperatives and STEM centers assembled groups of teachers together to discuss the standards and submit group comments. The committee reviewed all of the comments and recommendations and discussed each standard. The committee then came to a consensus on what the standard said and how it should be applied in Arkansas' classrooms.

The Arkansas K-12 Science Standards have changed from the Next Generation Science Standards in three main ways.

1. Many of the standards have added an Arkansas Clarification Statement and Assessment Boundary. For example, this fifth grade Earth's Systems standard adds both an Arkansas clarification statement and Arkansas assessment boundary.

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [AR Clarification Statement: Examples could include chemical reactions that form new substances or physical changes including phase changes, dissolving, and mixing.] [AR Assessment Boundary: Assessment does not include distinguishing mass from weight or reactions that involve gases.]

These statements provide clarity for the teacher and help in interpreting how the standard is to be taught.

2. The NGSS put the middle school and high school standards into grade bands. The Arkansas committee examined both the NGSS middle school and high school grade bands and put each standard into a grade specific location. Now each grade (K - 12) has a specific set of science standards students should master.

3. The NGSS were aligned to the Common Core State Standards for math and literacy. As the new Arkansas math and literacy standards are approved, the Arkansas K-12 Science Standards will be aligned and mapped to the new Arkansas Mathematics Standards and the Arkansas English Language Arts and Literacy Standards.

The new K-12 Arkansas Science Standards differ greatly from the previous Arkansas Science Curriculum Frameworks. When developing the new standards, great attention was given to making sure that each standard is age appropriate. The topics placed in each grade are developmentally appropriate for the students of that age.

The previous Arkansas Frameworks were factoid based. Students were asked to memorize concepts and regurgitate facts. The new Arkansas K-12 Science Standards require that students reason about science and how it applies to the world around them. With the new standards, students use critical thinking skills and reasoning to "do" science. Arkansas students will be asked to move to a level of true understanding of science concepts by engaging in collaboration, discourse and problem solving. These are skills that will prepare our students for the future, whether it is in the workplace or education after high school.

There are also several other differences. There are now fewer standards. For example, previously, Biology had about 96 standards; now there are only 24. Students will be able to experience science concepts multiple times during a year to attain true understanding. The new standards incorporate engineering design standards in grades K-12. By adding engineering design standards, students are asked not only to investigate a scientific concept but also to use engineering design concepts to solve a problem. The standards incorporate Earth Science all the way through high school courses. In the previous standards, students had no instruction in Earth Science in high school. Many of the current event topics of our world have their roots in the study of the Earth and its systems. In our state alone, the controversy over drilling for natural gas highlights the need for students to have a basic understanding of the Earth's systems. By integrating Earth Science throughout high school courses, students will be given the knowledge they need to understand what is happening around them.

Over the next six months, high school courses should be developed and submitted for approval. As previously stated, the upper level Next Generation Science Standards were all banded into one high school section. The Arkansas committee took the NGSS for high school and mapped them into three courses that, if approved, will be required for all Arkansas high school students before graduation. The vision is to prepare all students, not just a few, for career or college. To compete in our current society, students need to be scientifically literate. These three proposed courses are intended to give all students the knowledge and experiences they need to be successful. The proposed courses required for graduation are Physical Science, Biology, and Principles of Chemistry and Physics.

In addition, the Arkansas Department of Education is proposing an Arkansas Accelerated Science Course Model Pathway to allow students who are interested in pursuing an advanced science degree to enter advanced science courses, such as Chemistry and Physics, earlier and at a more rapid pace.

Teaching the new Arkansas K-12 Science Standards will prepare students to take The ACT Aspire and ACT exams. In the past, only about 30 percent of our students were able to reach the benchmark set for college readiness in science. When the new Arkansas K-12 Science Standards are implemented and

taught the way they are intended, students will be thinking and reasoning about science, which is exactly what the ACT exam requires.

The ACT and ACT Aspire exams in science are science-reasoning tests. Students evaluated on their ability to use models to understand, conduct and plan a scientific investigation and use data to inform decisions. Students are presented models and data to interpret. In other words, The ACT tests a student's scientific skills, not specific facts or topics. These are the very skills the Arkansas K-12 Science Standards will develop in students - the ability to understand and "do" science, not just memorize a list of facts.

The Arkansas K-12 Science Standards will require a different approach for students learning science skills. The new science standards involve a conceptual shift from how we taught science in the past. These standards now reflect science as it is practiced and experienced in the real world. No longer are the concepts being taught a "mile wide and inch deep" but now focus on deeper understanding and real-world application. The new Arkansas K-12 Science Standards also make connections to literacy and math. By making these cross-curricular connections, the content will become more meaningful to students.

Arkansas science teachers have never taught standards like this before. Teachers are going to engage students in science by applying it to the world around them, not just talking about science. In the beginning, teachers will want to concentrate on learning how to teach the content differently, as well as making sure they understand the content themselves. Learning to teach science in this way must become part of the teacher's professional growth plan. Teachers should find professional development geared toward the grade level and content they will be teaching. If the process of professional growth in science has not already begun, it needs to begin now, no matter when the science standards for a teacher's grade will be implemented. The learning curve for teaching the new standards is about a three-year process but is one that will definitely be worth the effort.

In the beginning, the expectation of the teacher and the district may not be to have a "completed" science curriculum guide but for teachers to have gained the knowledge to teach the new standards in the intended way. Because teaching styles are drastically different, teachers will need time to develop those skills. Teachers should engage with their Professional Learning Communities, local science specialists and have targeted professional growth to learn to teach these standards.

Science classroom instruction is changing. Teaching based on the new standards calls for a more student-centered approach. Students will be asked to solve problems, communicate in the language of science and collaborate with others. To make the shift in instructional practice, teachers must engage in high-quality professional development. The Arkansas Department of Education is working closely with the Arkansas regional cooperatives, STEM centers and Arkansas IDEAS to provide the support and training that is needed. On the ADE website you can find information about professional development opportunities. It is found at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards/science-pd-opportunities>

The landscape for instructional materials also has changed. Because the new science standards require a dramatic change in how science is taught, it will take time for instructional materials and resources to catch up to the standards. When thinking about resources, the most important thing for a district to consider is making sure there is a consumable budget for science. This does not mean buying the most

commonly thought of science materials such as beakers and test tubes, but a budget is needed for the simple cheap consumables that every teacher is going to need to teach the hands-on, real-world science the standards encourage. For districts looking for instructional materials, consider looking at kit-based materials that encourage hands-on science and are aligned to the standards. Not every resource has to be expensive to be great. The National Science Teachers Association has a plethora of free resources available at <http://ngss.nsta.org/Classroom-Resources.aspx> There you will find lessons, content articles and information about how to teach the new science standards and they are all free!

Classroom instruction based on these standards will have students engaged in learning by developing an understanding of the integrated and interrelated concepts of science. The standards connect science to real-world situations, allow for scientific discovery and make science relevant to students. Most students are naturally curious about the world around them. The Arkansas K-12 Science Standards introduce students to science at an earlier age and encourage them to use their natural curiosity to investigate the world around them. By engaging in the practices of problem solving, communication and collaboration our students will be equipped, not just for college and career, but for life. I firmly believe that the Arkansas K-12 Science Standards are a strong set of standards that are going to prepare our students to be scientifically literate citizens.

The link to the new K-4 and 5-8 Arkansas Science Standards is <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/science>

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Curriculum & Instruction

ELA Standards

After meeting with the English Language Arts (ELA) Standards Revision Committee and receiving feedback from experts, a draft of the revised Arkansas ELA Standards has been released through a community feedback survey. The survey will remain open for feedback through May 18, 2016. The survey is based on grade-level draft documents, which contain teacher notes that provide clarification of the standards through definitions of terms, links to resources, and explanatory notes. The standards have also been formatted into a K-12 document that is color coded for ease of use by indicating which standards have been revised, clarified, or remain unchanged. A third more traditional format is forthcoming to provide teachers a set of three documents to serve as tools for a variety of purposes, such as curriculum alignment, lesson planning, and assessment system development.

The feedback from the community feedback survey will be used by Arkansas Department of Education (ADE) specialists to refine the draft standards into a final version. External reviewers will provide feedback before the standards are brought to the State Board of Education for approval in July. Implementation will begin in 2016-2017 allowing time for districts to align curriculum and instruction to the new standards before full implementation in 2017-2018.

Summer Fine Arts Professional Development

An exciting new model of professional development for music, visual art, theatre, and dance teachers will be offered during the summer of 2016 through a partnership between the ADE, the Arkansas Arts Council, and Arkansans for the Arts. Teachers, along with teaching artists and community arts participants, will be invited to attend one-day trainings which focus on the potential collaborations between school arts programs and community arts organizations. These trainings (10 in music, 10 in visual art, and 7 in theatre/dance) will be hosted by galleries, theatres, museums, studios, and music venues across the State. Each training will be co-presented by a classroom teacher and a teaching artist. Participants will take away a series of instructional modules developed by the team of 25 trainers. These modules will provide arts educators with rich resources that are specific to the artistic discipline and aligned to the Arkansas Fine Arts Curriculum Framework. Each of the workshops will be a little different, with a focus on the strengths of the teaching artist and host arts organization.

English Learners Program

English for Speakers of Other Languages (ESOL) Program Guidance Webinar Series

In January 2016, the Arkansas Department of Education released "ESOL Program Guidance" to assist districts in meeting the needs of English Learners in Arkansas schools. This guidance was informed by the January 7, 2015, Dear Colleague Letter issued by the US Department of Education Office for Civil Rights and the Department of Justice. In addition to a Commissioner's Memo announcing the release of the "ESOL Program Guidance," a five-part webinar series was provided by the English Learners (ELs) Unit. The webinar series was recorded, and all sessions, with corresponding handouts, are posted on ADE's EL website at <http://www.arkansased.gov/divisions/learning-services/english-learners>. Topics addressed included the following:

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- Overview of State Education Agencies/District Responsibilities towards meeting the needs of ELs,
- Identification and Assessment of Potential ELs,
- Educational Approach, Language Assistance Program, Staffing, and Meaningful Access to Comprehensive Curriculum,
- Avoiding Segregation, Identifying/Serving Special Education ELs, and Addressing Opt-Out Students, and
- Exiting/Monitoring Students, Meaningful Communication with Limited English Proficiency Parents, and Program Evaluation.

Approximately 50 educators participated in each session, and the recorded sessions have been used at ESOL coordinators' meetings held at various educational service cooperatives. Feedback about the webinars has been very positive, and a need for the ADE to provide training for new ESOL coordinators has been identified. Training will begin in summer 2016 and continue throughout the upcoming school year.

Special Education

Report on Paper Reduction

Background:

The amount of time special education teachers are required to spend on paperwork is an ongoing concern in Arkansas and across the nation. Special education paperwork is often tied to job dissatisfaction, as well as teacher attrition. Most importantly, high volumes of paperwork leaves less time for planning dynamic lessons and reviewing data to determine student needs. The result can be the combination of students with the greatest needs being instructed by teachers who may have little experience and less than optimal time available in their schedules for planning. For these reasons, the ADE is committed to reducing unnecessary items and duplication in special education paperwork, while maintaining accountability, procedural safeguards, and parental involvement. Stakeholder feedback and buy-in is critical as the task of reducing special education paperwork is approached. While many want to reduce the burden of paperwork, forms provide guidance for correctly completing the many IDEA regulatory processes, which could help a district avoid potential litigation. More importantly, special education paperwork provides a mechanism for documentation to ensure students with disabilities receive the services and supports they are entitled to under IDEA. The challenge is ensuring that necessary paperwork is maintained for compliance with IDEA without negatively impacting recruitment and retention of special education teachers and outcomes for students with disabilities.

Stakeholder Surveys:

To inform this work, multiple stakeholders were surveyed, including special education supervisors, early childhood coordinators, special education teachers (school age and early childhood), speech language pathologists, parents, students, and representatives of institutes of higher education. Surveys were conducted between November 2015 and April 2016 to assess the impact of special education paperwork on staff, students, and parents. The survey results overwhelmingly support the urgency of addressing this issue. A few of the responses follow.

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General Educators:

In your opinion, is the amount of special education paperwork teachers are required to complete an important issue to consider?

- 2273 responses - 84.4% “yes”

In your opinion, is some special education paperwork redundant?

- 2273 responses - 94.7% “yes”

Special Educators:

In your opinion, does the amount of paperwork that special education teachers are required to complete negatively affect special education teacher recruitment and retention?

- 1749 responses - 93.5% “yes”

Would you say that the amount of special education paperwork you are required to complete negatively impacts the time you have for planning and instruction?

- 1751 responses - 97.8% “yes”

How much time do you spend weekly on special education paperwork?

- 1759 responses - 57.8% “more than three hours”

Students:

Would it be helpful if you could access your IEP by phone, tablet or computer?

- 12 responses - 75% “yes”

Special Education Administrators:

In your opinion, does the amount of paperwork that special education teachers are required to complete negatively affect special education teacher recruitment and retention?

- 180 responses - 96.11% “yes”

In your opinion, is the amount of time special education teachers spend on paperwork a barrier to increasing student outcomes?

- 180 responses - 82.22% “yes”

Paperwork Reduction Task Force:

A task force representative of multiple stakeholder groups was formed to convene around special education paperwork reduction, and the first meeting was held on January 20, 2016. Paperwork Reduction Task Force notes are posted to the special education website after each meeting. The Legislative Task Force on the Best Practices for Special Education is updated monthly and has provided input around issues related to reduction of paperwork. Additionally, Paperwork Reduction Task Force activities are a regular agenda item on monthly calls with local special education supervisors and early childhood coordinators. This is an opportunity to positively impact policies and procedures in the State.

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Key Stakeholder Groups Represented on the Paperwork Reduction Task Force:

- Teachers
- Special Education Supervisors
- Early Childhood Coordinators
- Advocacy Groups
 - Disability Rights
 - Parent Training and Information Center (PTI)
- Parents
- ADE
- Attorneys
- Speech Language Pathologists
- Task Force on the Best Practices for Special Education
- AASEA
- Arkansas Transition Services
- Charter Schools
- Principals
- Superintendents
- Autism Task Force

Meeting Dates:

- January 20
- February 17
- March 31
- April 20
- May 10
- June 8

Key Task Force Activities:

- Review survey results including specific comments for streamlining paperwork
- Review Arkansas special education paperwork required for specific events or conferences
- Crosswalk Arkansas-required forms with federal and state regulatory requirements
- Eliminate duplication and unnecessary items and forms
- Identify opportunities to save time (drop-downs, etc.)
- Review paperwork requirements from other states
- Identify paperwork that is helpful to teachers
- Review paperwork for parent-friendly language

Recommendations to Date:

- Eliminate 11 special education required forms
- Revamp and streamline the IEP and evaluation paperwork, which are the most extensive conference forms
 - DRAFTS to be completed during May
- Key advisors representing multiple stakeholder groups solicit feedback on proposed recommendations from the Paperwork Reduction Task Force

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- Meet with online IEP providers to discuss how they can best support this process
- Develop procedural guides to support streamlined paperwork after final recommendations have been made for form revisions

State Board Review of Schools in Academic

Distress

	SIU Reports	Districts under State Authority Reports	District Report Oral	District Report Written	District Report to Academic Distress Special Committee
May 2016			Little Rock SD		
June 2016			Little Rock SD		Dermott SD
July 2016	Schools Classified in Academic Distress Reports				
Aug. 2016					
Sept. 2017					

State Board Review of Schools in Academic

Districts

	SIU Reports	Districts under State Authority Reports	District Report Oral	District Report Written	District Report to Academic Distress Special Committee
Oct. 2016					
Nov. 2016	1st Quarter Reports				
Dec. 2016					
Jan. 2017	2nd Quarter Reports				
Feb. 2017					

State Board Review of Schools in Academic

Districts

	SIU Reports	Districts under State Authority Reports	District Report Oral	District Report Written	District Report to Academic Distress Special Committee
March 2017					
April 2017	3rd Quarter Reports				
May 2017					
June 2017	4th Quarter Reports				
July 2017					

State Board

	Monthly	Bimonthly	Quarterly
Written Reports			
Oral Reports with Documentation	Little Rock SD	Dollarway SD	Dermott SD

Special Subcommittee

	Monthly	Bimonthly	Quarterly
Written Reports			
Oral Reports with Documentation			