



AGENDA

STATE BOARD OF EDUCATION

December 12, 2014

Arkansas Department of Education

ADE Auditorium

9:00 AM

☐ [Back](#) ☐ [Print](#)

Reports

Report-1 Chair's Report

Presenter: Sam Ledbetter

Report-2 Commissioner's Report

Presenter: Tony Wood

Report-3 Recognition of 2014 Arkansas AP Scholars

State Advanced Placement (AP) Scholar Awards are granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and the highest average score (at least 3.5) on all AP Exams taken. The 2014 Arkansas AP Scholars are Esther C. Park and Nathanael Y. Ji.

Presenter: Commissioner Wood

Report-4 Recognition of 2014 National Blue Ribbon Schools Award Winners from Arkansas

Four Arkansas public Schools were recognized by U.S. Secretary Arne Duncan along with 337 other schools as National Blue Ribbon Schools based on their overall academic excellence. The U.S. Department honored 287 public and 50 private schools at a recognition ceremony November 10-11 in Washington D.C. The following Arkansas schools below were recognized: Centerpoint Primary School, Centerpoint School District; Eastside Elementary School, Rogers School District; Hardin Elementary School, White Hall School District; and Norfolk Elementary School, Norfolk School District.

Presenter: Otistene Smith, Bobby Lester, and Tony Wood

Report-5 Update on Content Standards and Assessment

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: Dr. Debbie Jones

Report-6 Arkansas Advanced Initiative for Math and Science (AAIMS)

A report is provided to highlight the success of the Arkansas Initiative for Math and Science (AAIMS).

Presenter: Dr. Ken James, President

Report-7 Arkansas Commission on Closing the Academic Achievement Gap

The Committee respectfully submits the annual report of the Arkansas Commission on Closing the Achievement Gap.

Presenter: Dr. Dawn Tirado Simpson, Chair

Report-8 Interim Study of Pre-K

The needs, costs, value, and evaluations of early childhood education programs in Arkansas were examined in this interim study. The report focuses on the Arkansas Better Chance program but touches on other needs as well.

Presenter: Jerri Derlikowski, Arkansas Advocates for Children and Families

Report-9 Interim Study on Grade-Level Reading

The Interim Study on Grade-Level Reading was presented to the House and Senate Education Committees in October. The report includes recommendations to help all children read on grade level by third grade by making sure that children are ready for school, improving what happens during the school day, and improving what happens after school and during the summer.

Presenter: Angela Duran, Coordinator for the Arkansas Campaign for Grade-Level Reading

**State Board of Education
Division of Learning Services Report
December 2014 Report
Debbie Jones, Ed.D.**

Curriculum and Instruction Summary

**EQulP Peer Review Panel
Thomas Coy and Sherri Thorne**

The Learning Services Division is focused on sharing open source, quality instructional resources with Arkansas teachers. Achieve is one of those national non-profit entities that provides open-source resources. In an effort to identify and shine a spotlight on emerging exemplars, Achieve has established a process to select and train a stable group of experienced reviewers to evaluate the quality and alignment of lessons and units to the CCSS. The objective was not to endorse a particular curriculum, product, or template, but rather to identify lessons and units that best illustrate the cognitive demands of the CCSS. In June 2013, Achieve launched a cross-state EQulP Peer Review Panel of educators. Thomas Coy and Sherri Thorne from Arkansas Department of Education were among the selected 56 peer reviewers from 24 states during the selection process. Selected peer reviewers met to calibrate their judgment. EQulP peer reviewers will commit up to 12 days of service each year through a combination of in-person and virtual convening, as well as time spent independently reviewing lessons and units. Each lesson or unit submitted to the EQulP Peer Review Panel will be reviewed by at least three peer reviewers. The EQulP Peer Review Panel will apply the EQulP Rubrics and quality review process to the lessons and units that have been submitted by states, districts and partners. Lessons and units that are rated by the EQulP Peer Review Panel as Exemplars will be publicly posted so that all states and districts can benefit from these materials. A direct link has been posted to the ADE Teacher's Resource page.

**Foreign Language-Turkish
John Kaminar**

The approval by the State Board of Education of new Modern Language curriculum frameworks on December 16, 2013 facilitates the addition of new foreign language course offerings through the addition of an appendix to the Modern Languages I-IV framework. This process facilitated the addition of American Sign Language, approved by the State Board of Education on May 8, 2014, in partial fulfillment of Act 328 of 2013. In April 2014 The LISA Academy, located in Little Rock, submitted an application to renew its approval to teach Turkish I-IV as year-long courses for high school foreign language credit, which had been approved by this Department previously. As part of the 2014 application, the Turkish language faculty of The LISA Academy developed an

appendix for Turkish I-IV for submission to and approval by the State Board of Education. The Turkish I-IV appendix has been reviewed by appropriate staff in the Division of Learning Services and is recommended for approval by the State Board of Education. This appendix provides information on student learning expectations for Turkish language and culture just as the current Modern Languages I-IV framework provides information for several languages currently taught in Arkansas public schools. Addition of the Turkish I-IV appendix to the Modern Languages framework will enable Arkansas public schools to teach Turkish for high school foreign language credit without having to seek approval from the Arkansas Department of Education.

Mathematics- Computer Science **Anthony Owen**

The Computer Science and Mathematics Curriculum Framework were designed to be an initial step toward filling a void in Arkansas public school course offerings. In late October, a committee of educators from across the state met for two days and drafted the framework document. This committee consisted of five (5) secondary computer science/business technology teachers, four (4) secondary mathematics teachers, one (1) secondary mathematics administrator, and one (1) post-secondary computer science professor. The committee was facilitated by the Arkansas Department of Education Curriculum and Instruction Unit, which were represented by Secondary Mathematics Specialist, Anthony Owen. ACE STEM Program Coordinator, Timothy Johnston, represented the Arkansas Department of Career Education (ACE). The design of the curriculum framework was guided by both the Common Core State Standards for Mathematics (CCSSM) and the Computer Science Teachers Association (CSTA) K-12 Computer Science Standards. The committee designed the strands and the content standards based on the CSTA standards. The Student Learning Expectations (SLEs), which were based on computer programming/computer science concepts, are aligned with fifty (50) CCSSM standards. Twenty-one (21) of those fifty (50) aligned CCSSM standards are CCSSM Plus Standards, which are standards that are above the scope of Algebra II. A student successfully completing Computer Science and Mathematics, with an appropriately licensed teacher, should receive a fourth-year mathematics course credit under the ADE Smart Core Graduation Pathway.

Senate Youth Program **Margaret Herrick**

Hearst Foundation funds the United States Senate Youth Program (USSYP) which consists of Washington Week which is one week, all expenses paid in Washington, D.C. Delegates receive an “insiders” tour of our nation’s capital and get to interact with national leaders, Supreme Court Justices, Pentagon officials,

and much more. Delegates also receive a \$5,000 scholarship. All delegate selection and information is due to Hearst Foundation by December 1 each year. The Department had 58 applications from public and private schools, large and small districts. Applications are read and scored by the USSYP selection committee comprised of ADE and former ADE personnel representing several units and divisions.

This year there were 8 semifinalists; all semifinalists took the USSYP exam and came to Little Rock for an interview with the selection committee. Following the interviews, Senator John Boozman, a staunch supporter of the USSYP, joined the semifinalist as a guest speaker at this year's luncheon designed to celebrate the students' accomplishments.

Delegates and alternates will be notified of their status the first week in December 2014, after Hearst has given permission to disclose the information.

Professional Development

Literacy Design Collaborative/Math Design Collaborative – LDC/MDC

Arkansas has been selected as a partner in the national LDC community. We have an opportunity to provide input for new tools and updates to assist teachers nationwide in the development of their modules. LDC/MDC just completed our 5th day of professional development for our Cohort 3 participants. We are currently finishing materials for our final day of PD. We have also finalized a LDC Jurying training at AETN that will be led by Suzanne Simons, LDC Chief of Instruction and Design, and a team from the national LDC group. We are also organizing our first annual LDC in Arkansas Conference that will be held in Little Rock in June.

Rtl

A Response to Intervention (Rtl) working group consisting of ADE staff across several Learning Services units began meeting in November. This working group will meet November 24 and 25 with representatives from the American Institute for Research (AIR) to discuss the development of professional development intended to guide districts and schools in developing their own tiered plan to meet the instructional and behavioral needs of struggling learners.

Science

ADE science staff in Learning Services would like to thank the SBE for the recent opportunity to meet with them and Dr. Francis Eberle. The discussion was very productive and will only enrich the science framework development process in the state.

The Arkansas K-8 Science Standards Committee met for the second time on November 17-19. This committee is made up of K-12 and Higher Ed science educators from around our state. Their work is progressing well. Professional

development planning is underway as well.

The proposed timeline for science standards implementation is the following:

- K-4 in 2016
- 5-8 in 2017
- High School in 2018

Dyslexia

The ADE Dyslexia Specialist is providing a six-hour seminar at each Education Service Cooperative titled: *School-Based Identification of Characteristics of Dyslexia*. This 6-hour seminar is designed for Arkansas Educators who are new to the process and procedures of identifying students with characteristics dyslexia for placement in dyslexia therapy programs. This training will not provide participants with training in administering specific assessments nor will it certify an individual to make a diagnosis of dyslexia. It will prepare participants to be an informed member of the school-based decision making teams when making decisions regarding student needs for interventions, services, and accommodations. This seminar will also be filmed for ArkansasIDEAS

ESL

The Professional Development unit has been collaborating with ESL specialists in our division and with ArkansasIDEAS to film some nationally known presenters as well as Arkansas educators to build online professional development to be made available free to all Arkansas educators.

Math

The Math Professional Development unit, through the coordinated efforts of the state-funded math specialists across the state, began work this fall on developing three additional trainings for teachers of middle and high school Arkansas Common Core math. The focuses of these trainings are in direct response to the needs of the Arkansas math teachers as they implement the Arkansas Common Core Math Frameworks for middle and high school. These trainings will become a part of the already existing set of Arkansas Common Core-aligned trainings for Arkansas math teachers for summer 2015.



December 11, 2014

TO: Mr. Tony Wood, Commissioner ; Members of the State Board of Education

FROM: Dr. Kenneth James, President, Arkansas AIMS

RE: AAIMS BACKGROUND AND EXECUTIVE SUMMARY

.....
We appreciate the opportunity to present this Executive Summary and PowerPoint presentation, which highlights the success of the program since inception, as well as the 2014 results.

- AAIMS was initially funded with a \$13.2 million private grant from the National Math and Science Initiative, with major support from Exxon Mobil.
- AAIMS was created to carry out specific recommendations from the National Academy of Sciences on improving science and mathematics education in secondary schools in the 2007 report *Rising Above the Gathering Storm*.
- AAIMS is based on a model with a track record of success and replicates a proven model that has demonstrated tremendous success on urban, suburban and rural high schools across Arkansas.
- AAIMS' supporting partners are the University of Arkansas at Little Rock, and the Arkansas Department of Education.
- The goals are: to increase participation in AP math, science, and English; to improve the success rates on AP exams; to increase the number of students attending and graduating from college; and to strengthen the skills of AP and Pre-AP teachers.
- AAIMS will work with 46 schools in 2014-2015. Eight new schools joined Cohort 6 this fall: Bryant, ESTEM, Farmington, Fountain Lake, Lee County, Lighthouse Charter in Jacksonville, Pine Bluff, and Rogers Arts Academy. We will start our recruiting for Cohort 7 later this Fall.
- AAIMS sets numerical goals for qualifying AP exam scores for each AP teacher.

AAIMS Background and Executive Summary
Mr. Tony Wood, Commissioner; Members of the State Board of Education
December 11 2014
Page 2

- AAIMS has increased enrollment in AP Math, science and English in all schools.
- AAIMS has increased the enrollment of minority students in AP math, science and English across all of our schools.
- AAIMS has increased the number of African-American and Hispanic students enrolled in AP math and science in all of our schools.
- In the Spring of 2014, we initiated a pilot of the first ever online prep study sessions , and served over 34,000 students .
- AAIMS is working to produce students who are successful in college and who major in math and science.



Arkansas Advanced Initiative for Math and Science

AP Training and Incentive Program





ACT 625

- An Act to Establish the Advanced Placement Training and Incentive Program, passed during the Regular Session of 2013.





THE GROWTH CONTINUES

- **We have added 8 new schools this fall, as we begin Cohort 6: Bryant; ESTEM Charter; Farmington; Fountain Lake; Lighthouse Charter; Pine Bluff; Rogers Arts Academy; and Lee County. We are now in 46 schools across the state.**
- **In the Spring of 2014, AAIMS initiated a pilot of online tutoring sessions and served over 34,000 students.**





KEY INDICATORS

- **AR AIMS schools account for the dramatic increase in the number of students taking AP math ,science, and English classes.**
- **AR AIMS schools account for the significant increase in the number of qualifying scores on AP math, science, and English exams.**





KEY INDICATORS CONTINUED

- **AR AIMS schools account for the state's increase in minority students taking AP courses and achieving qualifying scores.**
- **AR AIMS is a STEM model that produces results!**
- **AR AIMS is making a difference in the state by changing expectations and achievement!**



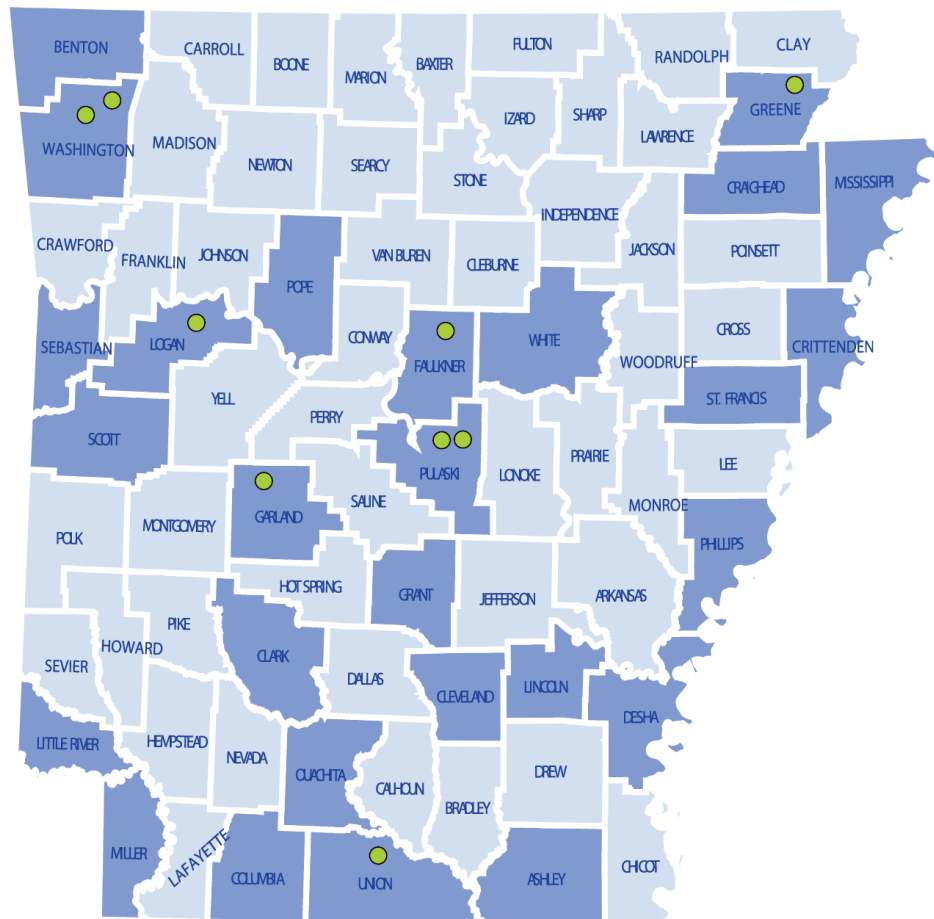


NMSI's APTIP Elements of Success Wheel





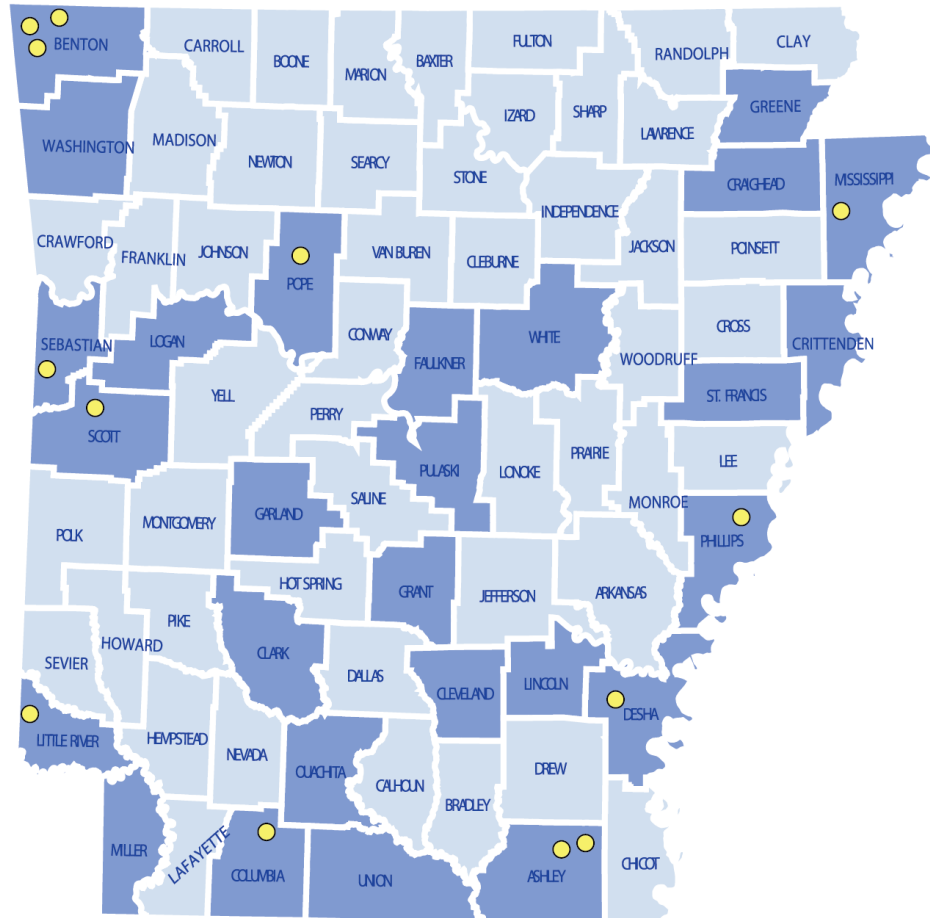
Group 1 Schools, 2008-2009



High School	District	County
Booneville	Booneville	Logan
El Dorado	El Dorado	Union
Lake Hamilton	Lake Hamilton	Garland
Greene County Tech	Greene Co. Tech School	Greene
Har-Ber High School	Springdale	Washington
Springdale	Springdale	Washington
Greenbrier	Greenbrier	Faulkner
Parkview Magnet	Little Rock	Pulaski
Wilbur Mills	Pulaski Co Special	Pulaski



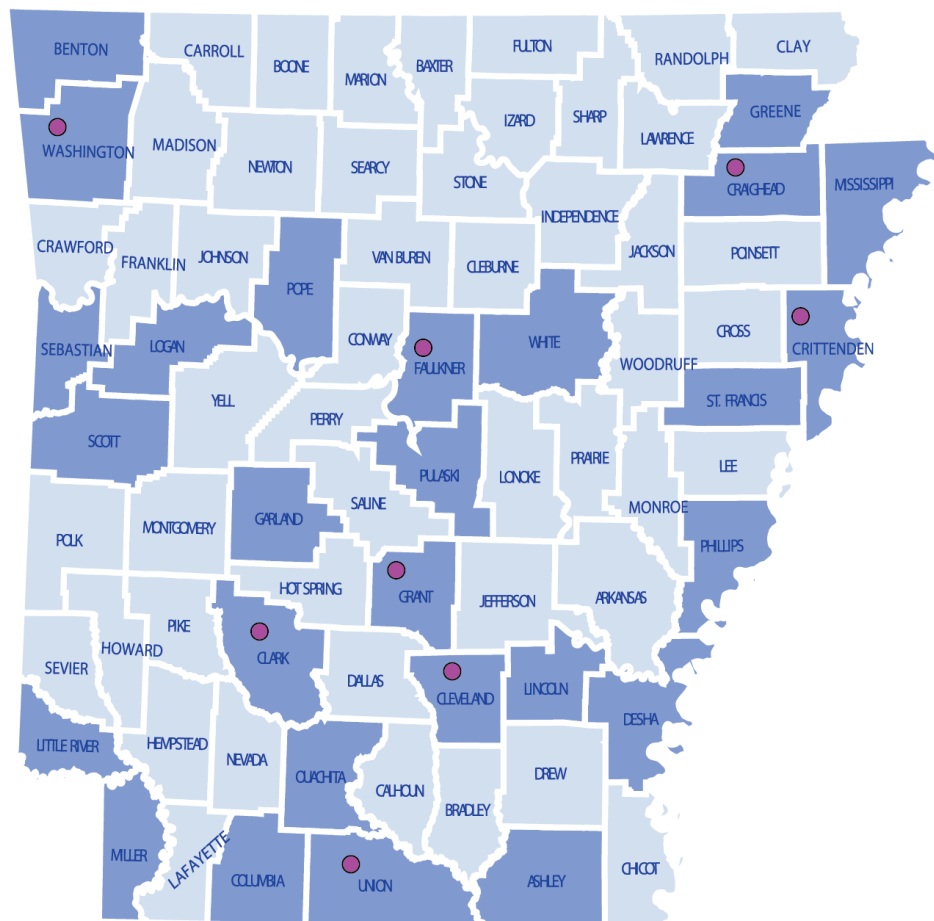
Group 2 Schools, 2009-2010



High School	District	County
Ashdown	Ashdown	Little River
Crosset	Crossett	Ashley
Dumas	Dumas	Desha
Hamburg	Hamburg	Ashley
Magnolia	Magnolia	Columbia
Waldron	Waldron	Scott
Kipp: Delta College Prep	Kipp: Delta Coll Prep HS	Phillips
Rivercrest	So. Miss. County	Mississippi
Northside	Fort Smith	Sebastian
Pea Ridge	Pea Ridge	Benton
Rogers Heritage	Rogers	Benton
Rogers	Rogers	Benton
Russellville	Russellville	Pope



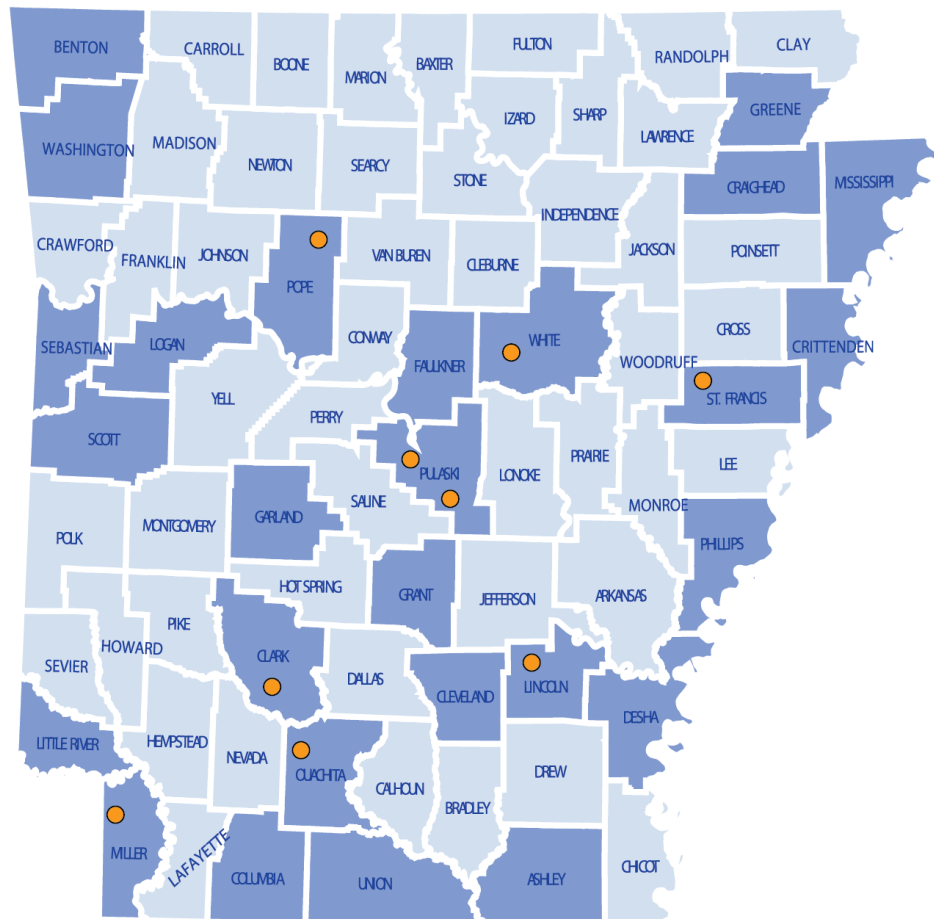
Group 3 Schools, 2010-2011



High School	District	County
Arkadelphia	Arkadelphia	Clark
Rison	Cleveland County	Cleveland
Sheridan	Sheridan	Grant
Smackover	Smackover	Union
Jonesboro	Jonesboro	Craighead
West Memphis	West Memphis	Crittenden
Prairie Grove	Prairie Grove	Washington
Conway	Conway	Faulkner



Group 4 Schools, 2011-2012

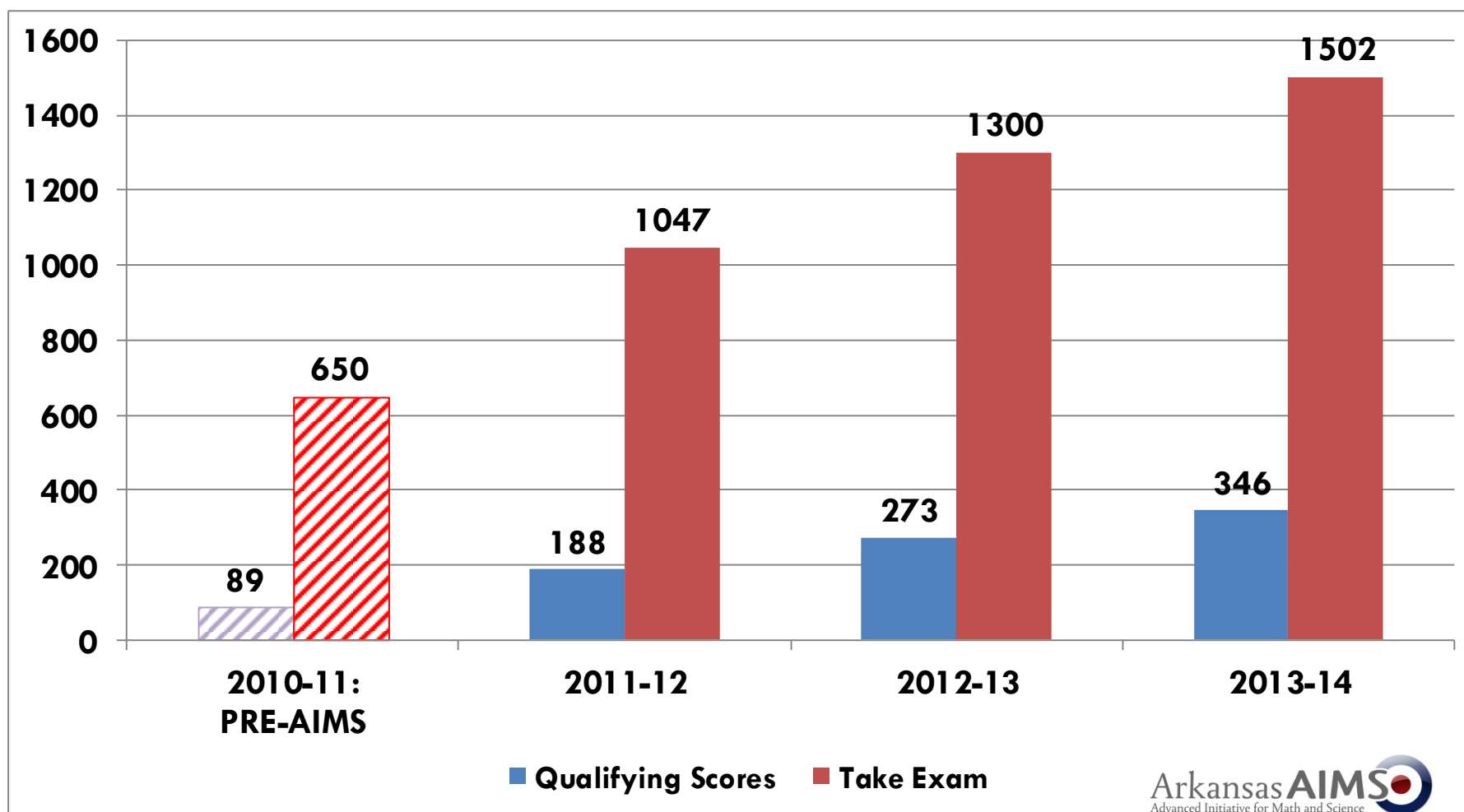


High School	District	County
Beebe	Beebe	White County
Camden Fairview	Camden Fairview	Ouachita
Centerpoint	Centerpoint	Clark
Dover	Dover	Pope
Forrest City	Forrest City	St. Francis
Jacksonville	Pulaski Co Special	Pulaski
Star City	Star City	Lincoln
Arkansas	Texarkana	Miller
North Pulaski	Pulaski Co Special	Pulaski



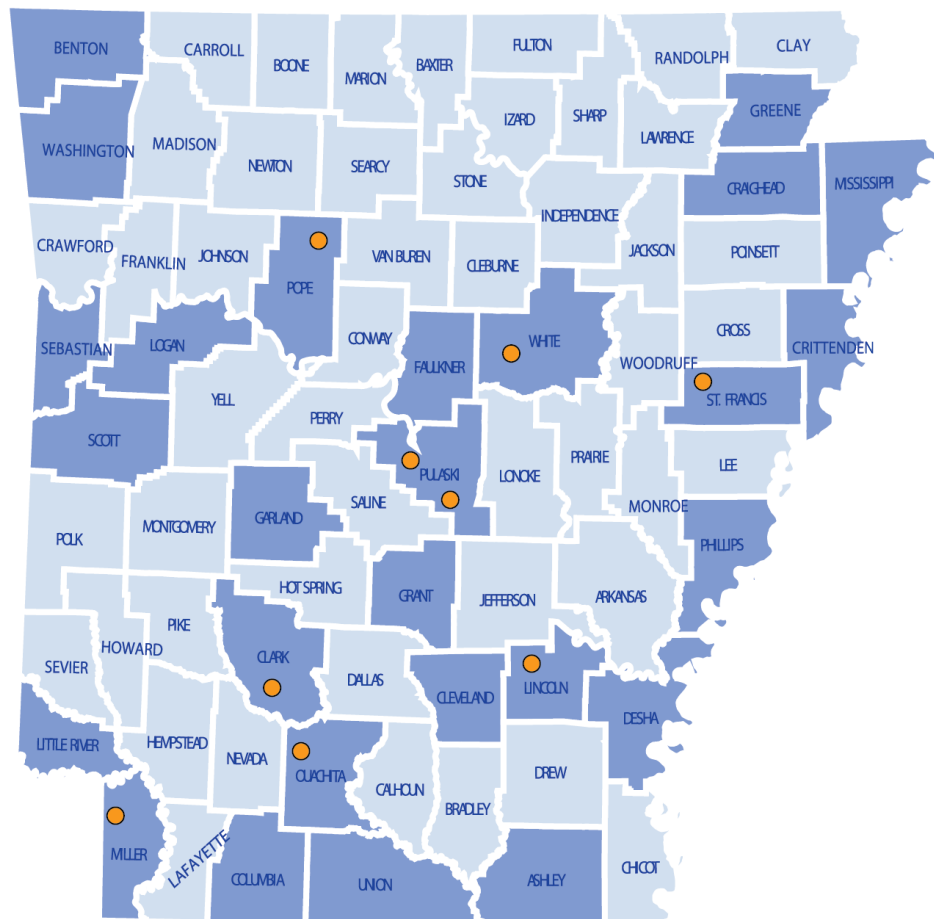
AR AIMS– Group 4 (9 Schools) AP Math, Science, and English Students

The 9 Group 4 Schools Have Seen a 289% Increase in Qualifying Scores and a 131% Increase in Students Taking a MSE AP Exam in 2 years in the Program!





Group 5 Schools, 2013-2014

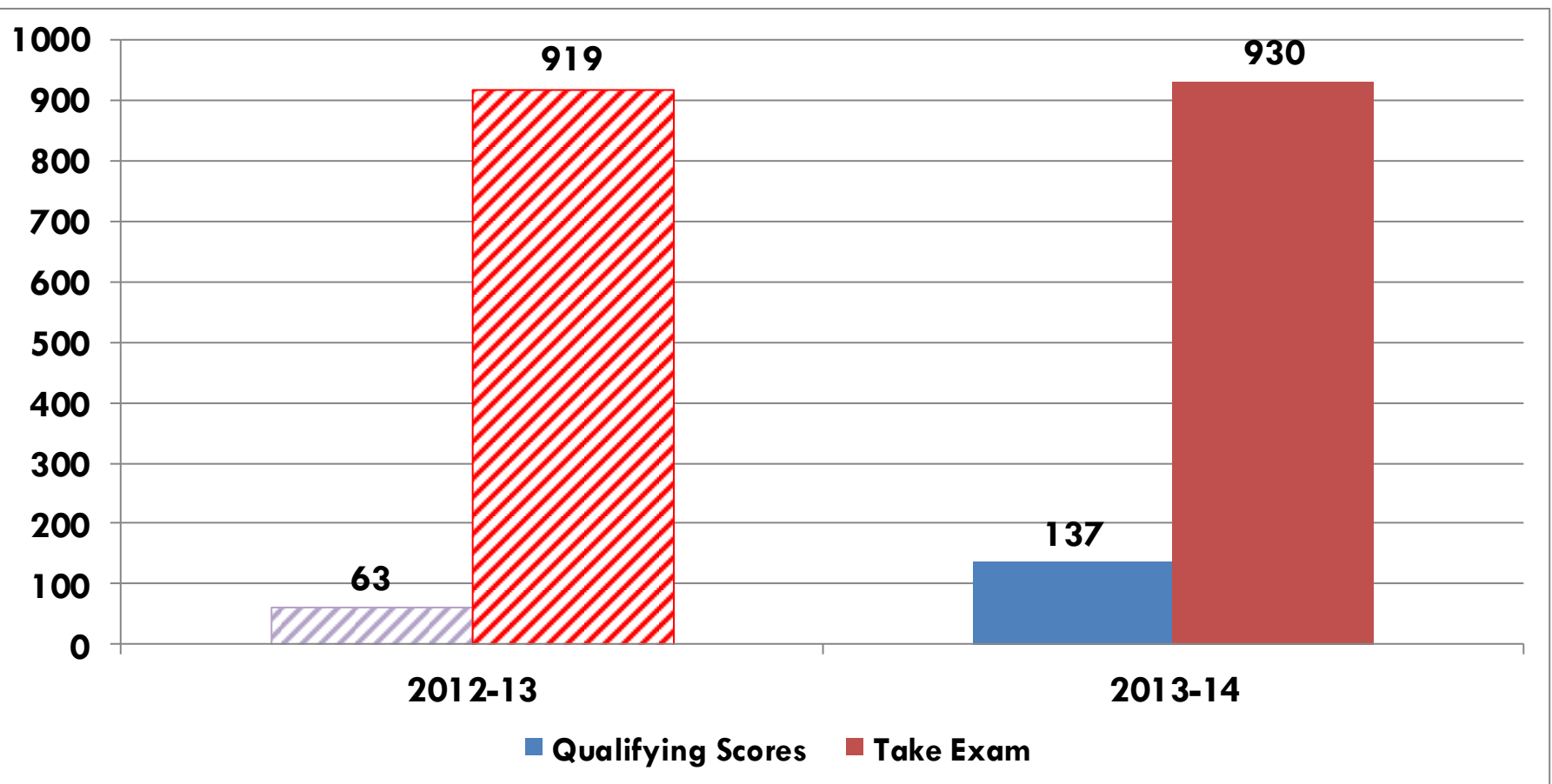


High School	District	County
Hall	LRSD	Pulaski
J.A. Fair	LRSD	Pulaski
McClellan	LRSD	Pulaski
Maumelle	PCSSD	Pulaski
Joe T. Robinson	PCSSD	Pulaski
Sylvan Hills	PCSSD	Pulaski
Yellville-Summit	Yellville-Summit	Marion



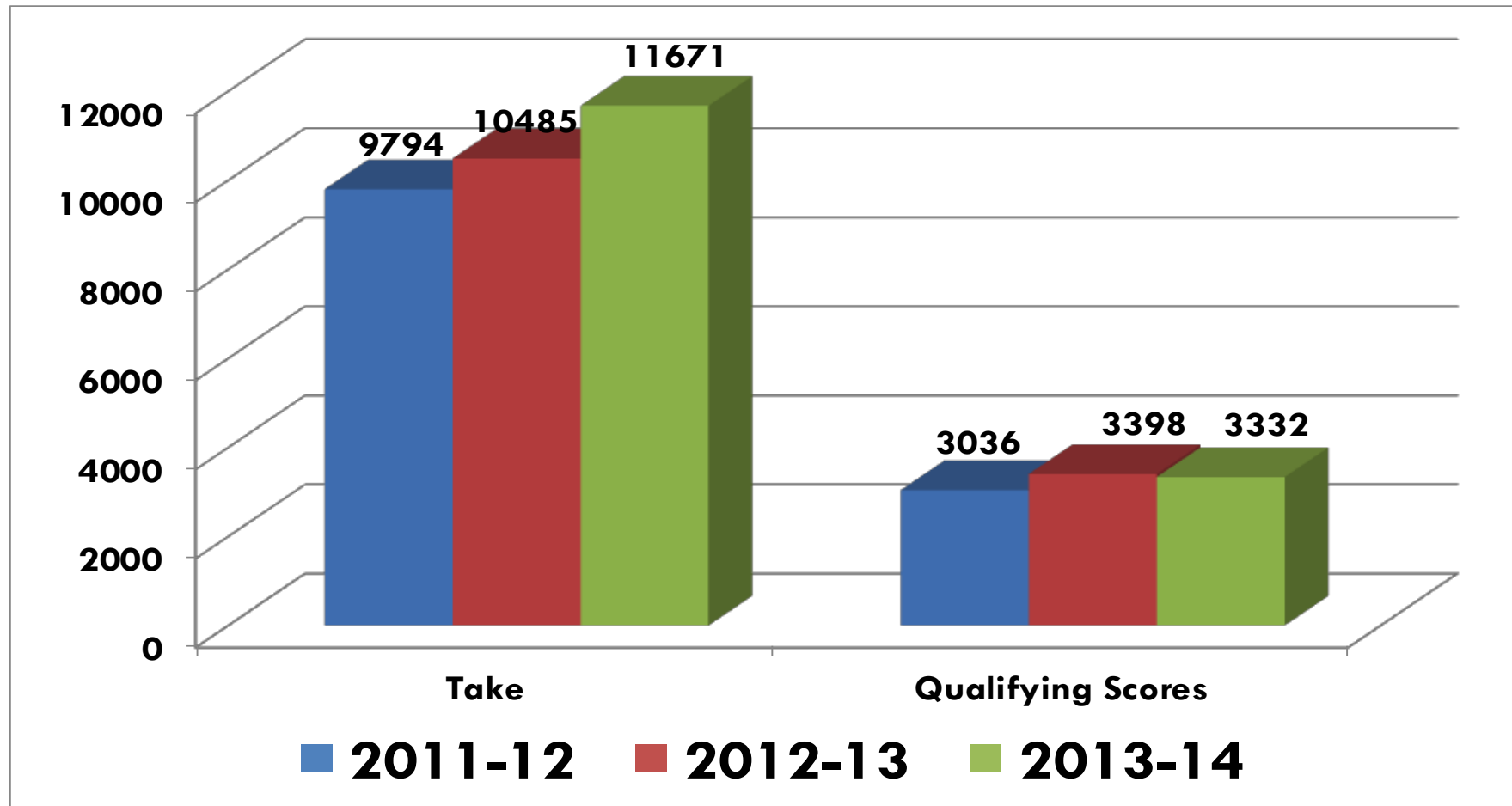
AR AIMS– Group 5 (7 Schools) AP Math, Science, and English Students

The 7 Group 5 Schools Have Seen a 118% Increase in Qualifying Scores and a 1.2% Increase in Students Taking a MSE AP Exam in 1 year in the Program!





Three-Year Increases AR AIMS Take and Qualifying Scores MSE Exams



STATE RANKINGS FOR INCREASES IN PASSING SCORES FROM 2008-2014

TOP 20 STATES

MSE		MSE - Minorities		Math/Science		Math/Sci - Minorities	
AL	136%	AL	232%	AL	133%	AR	377%
KY	117%	AR	216%	KY	121%	AZ	228%
LA	113%	IN	213%	LA	112%	IN	217%
IN	80%	MA	198%	AZ	99%	AL	207%
AZ	77%	KY	191%	AR	92%	CO	196%
AR	69%	PA	180%	IN	85%	KY	195%
GA	68%	IL	178%	ME	83%	MA	190%
RI	67%	AZ	175%	GA	82%	PA	189%
MA	66%	CT	168%	TX	77%	IL	181%
NV	65%	NV	168%	RI	77%	NV	180%
ME	59%	MN	154%	NV	76%	CT	164%
HI	57%	CO	149%	CO	72%	OR	157%
OH	57%	WI	135%	MA	68%	TX	149%
ID	56%	GA	125%	IA	68%	WI	143%
CO	55%	NJ	120%	NE	67%	CA	137%
PA	54%	CA	114%	VA	67%	GA	137%
MN	53%	WA	113%	WA	65%	WA	135%
IL	53%	US	112%	FL	61%	US	134%
TX	53%	TX	110%	WV	61%	MN	134%
CT	52%	VA	107%	PA	60%	VA	126%

STATE RANKINGS FOR INCREASES IN QUALIFYING SCORES FROM 2008-2014

TOP 20 STATES

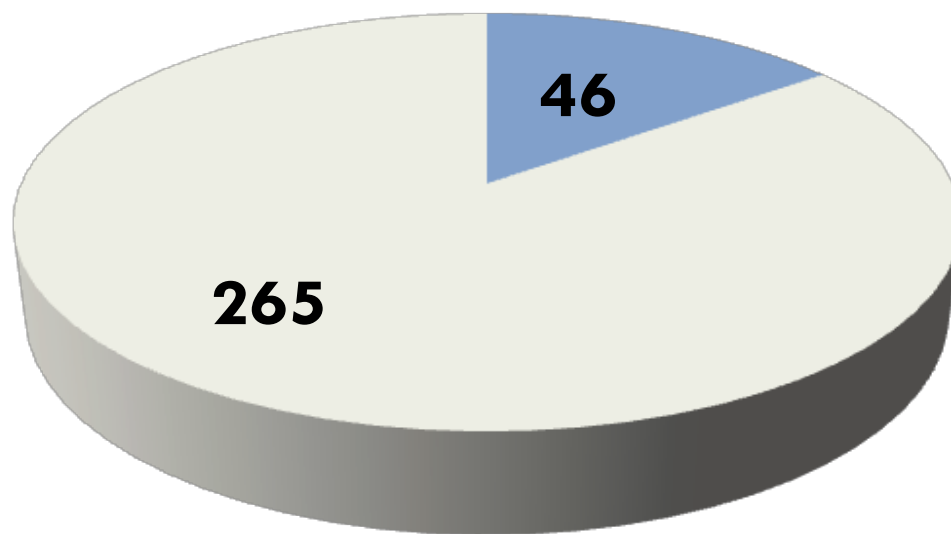
ALL MSE Exams		All MSE Exams - Minorities	
AL	136%	AL	232%
KY	117%	AR	216%
LA	113%	IN	213%
IN	80%	MA	198%
AZ	77%	KY	191%
AR	69%	PA	180%
GA	68%	IL	178%
RI	67%	AZ	175%
MA	66%	CT	168%
NV	65%	NV	168%
ME	59%	MN	154%
HI	57%	CO	149%
OH	57%	WI	135%
ID	56%	GA	125%
CO	55%	NJ	120%
PA	54%	CA	114%
MN	53%	WA	113%
IL	53%	US	112%
TX	53%	TX	110%
CT	52%	VA	107%



2013-14 AR AIMS and Arkansas Schools Reporting MSE Exams

AAIMS Schools – 17.4% of schools

of Schools Reporting



■ **AR AIMS** ■ **Arkansas**

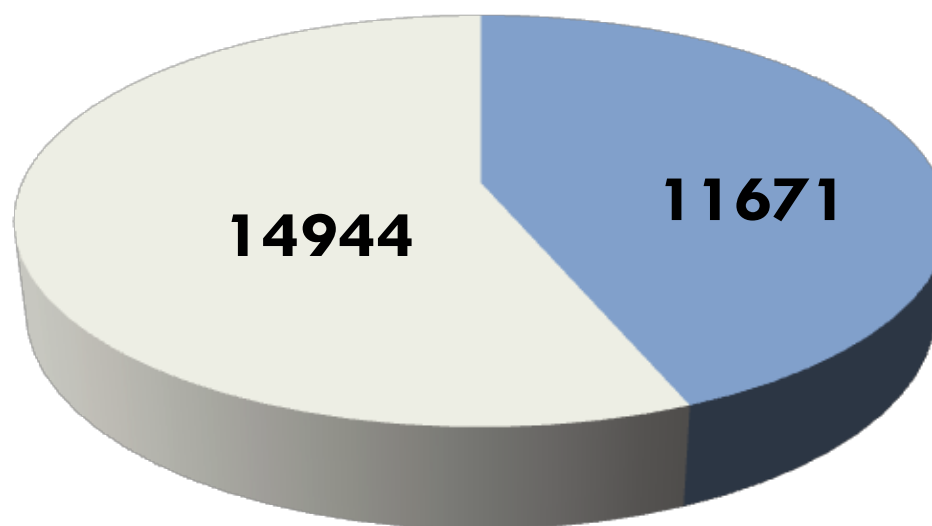
Source: NMSI and The College Board



2013-14 AR AIMS and Arkansas Schools Reporting MSE Exams

AR AIMS– 17.4% of schools; 44% of AP MSE Exams Taken

of AP MSE Exams Taken



■ **AR AIMS** ■ **Arkansas**

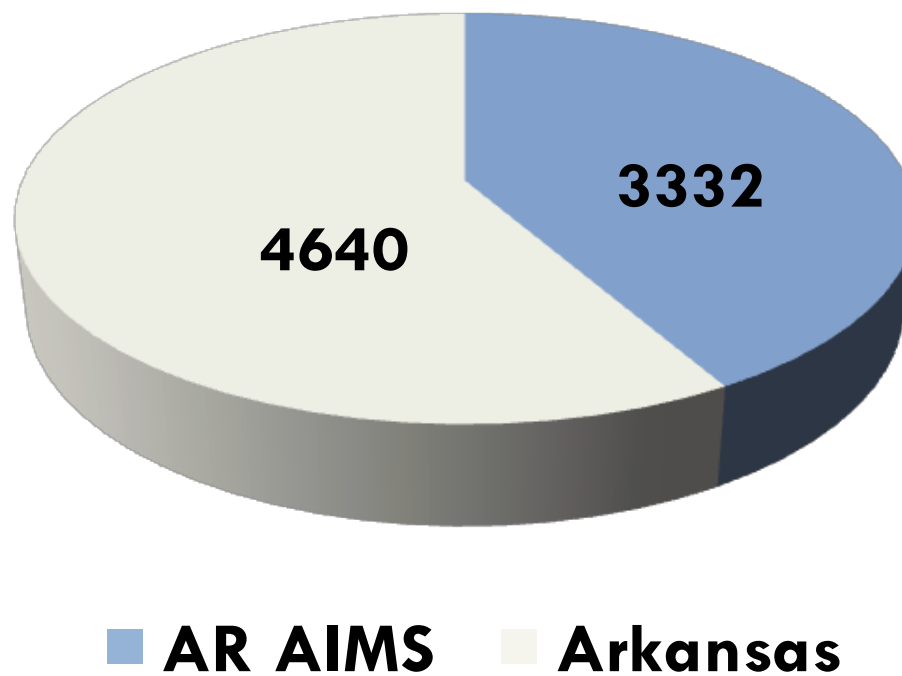
Source: NMSI and The College Board



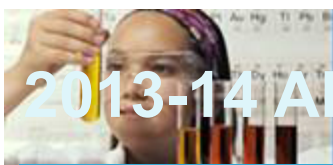
2012-13 AR AIMS and Arkansas Schools Reporting MSE

AR AIMS– 17.4% of schools; 42% of AP MSE Exam Qualifying Scores

of AP MSE Exam Qualifying Scores



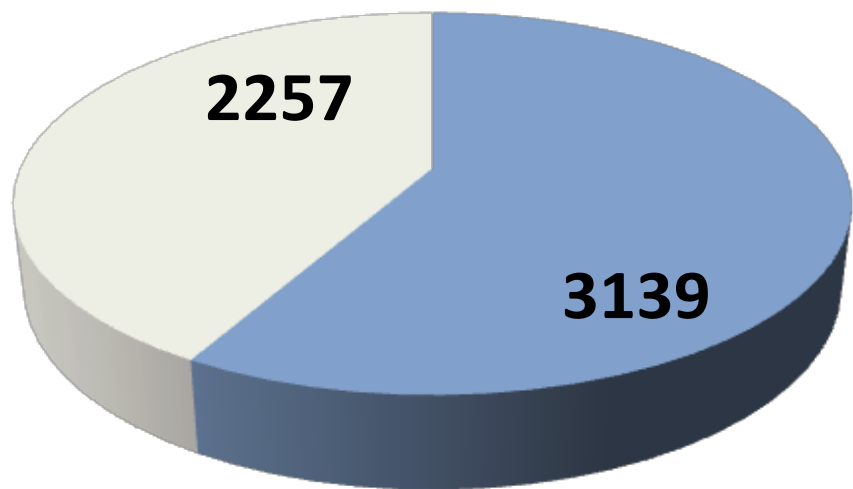
Source: NMSI and The College Board



2013-14 AR AIMS & Arkansas Reporting Minority* MSE Exams

AR AIMS– 17.4% of schools; 58% of AP MSE Exams Taken

***# of AP MSE Exams Taken by African American and Hispanic Students**



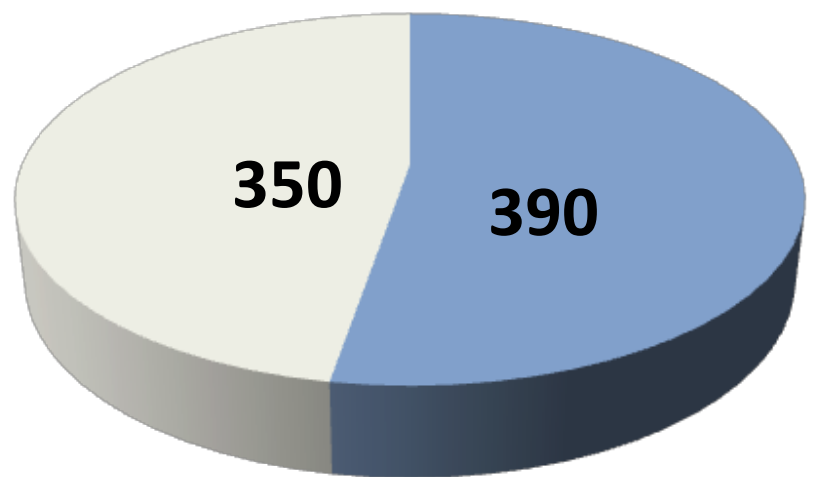
■ **AR AIMS** ■ **Arkansas**

Source: NMSI and The College Board

2013-14 AR AIMS & Arkansas Reporting Minority* MSE Exams

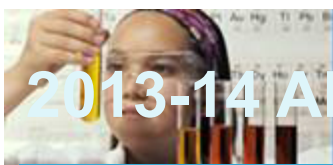
AR AIMS– 17.4% of schools; 53% of AP MSE Exam Qualifying Scores

of AP MSE Exam Qualifying Scores by African American and Hispanic Students



■ **AR AIMS** ■ **Arkansas**

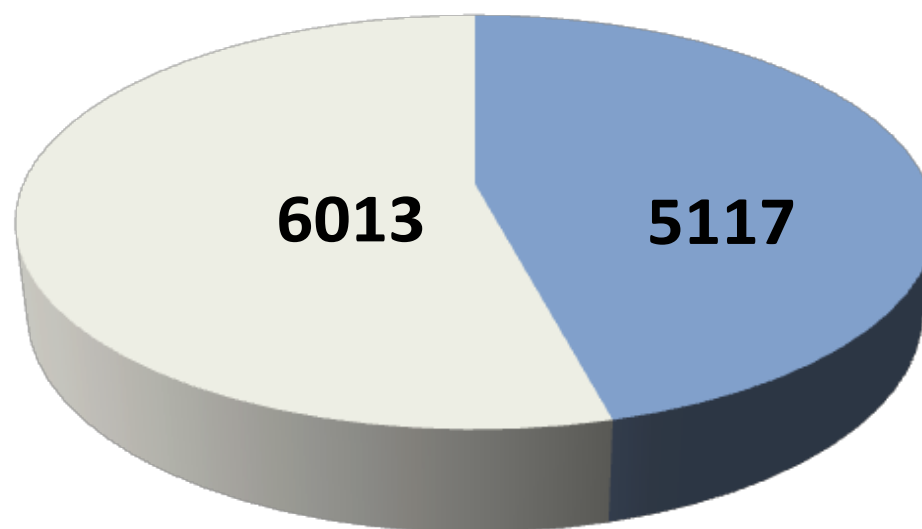
Source: NMSI and The College Board



2013-14 AR AIMS and Arkansas Schools Reporting MS Exams

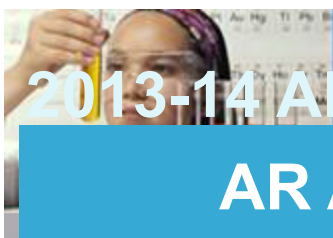
AR AIMS– 17.4% of schools; 46% of AP MS Exams Taken

of AP Math and Science Exams Taken



■ **AR AIMS** ■ **Arkansas**

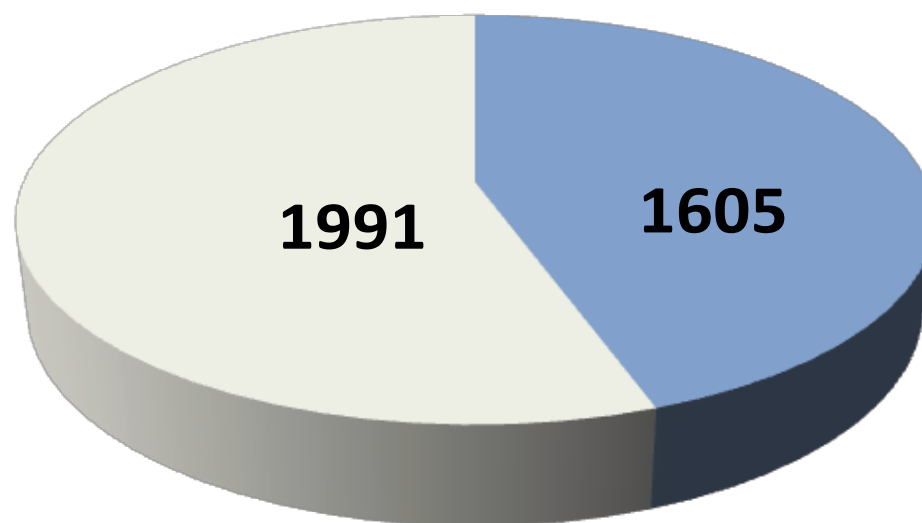
Source: NMSI and The College Board



2013-14 AR AIMS and Arkansas Schools Reporting MS Exams

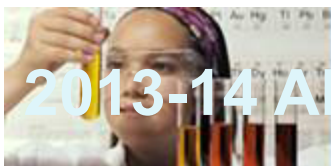
AR AIMS– 17.4% of schools; 45% of AP MS Exam Qualifying Scores

of AP MSE Exam Qualifying Scores



■ AR AIMS ■ Arkansas

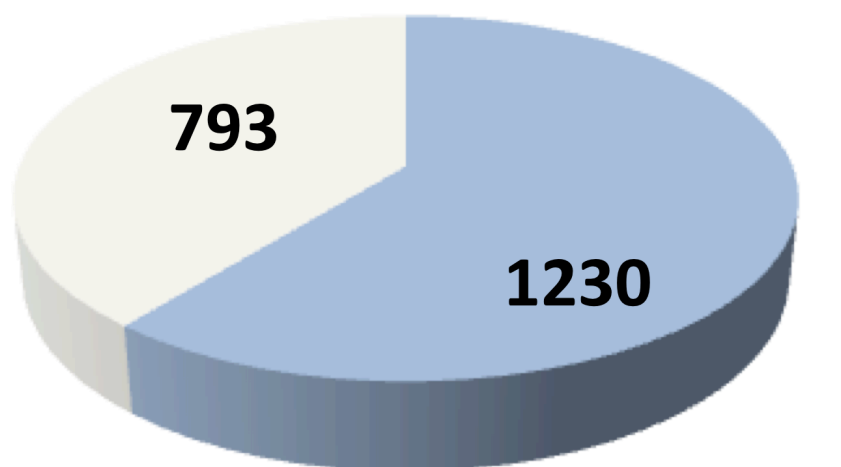
Source: NMSI and The College Board



2013-14 AR AIMS & Arkansas Reporting Minority* MS Exams

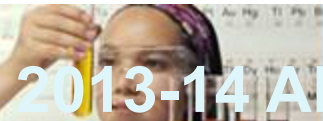
AR AIMS– 17.4% of schools; 61% of AP MS Exams Taken

***# of AP MS Exams Taken by African American and Hispanic Students**



■ **AR AIMS** ■ **Arkansas**

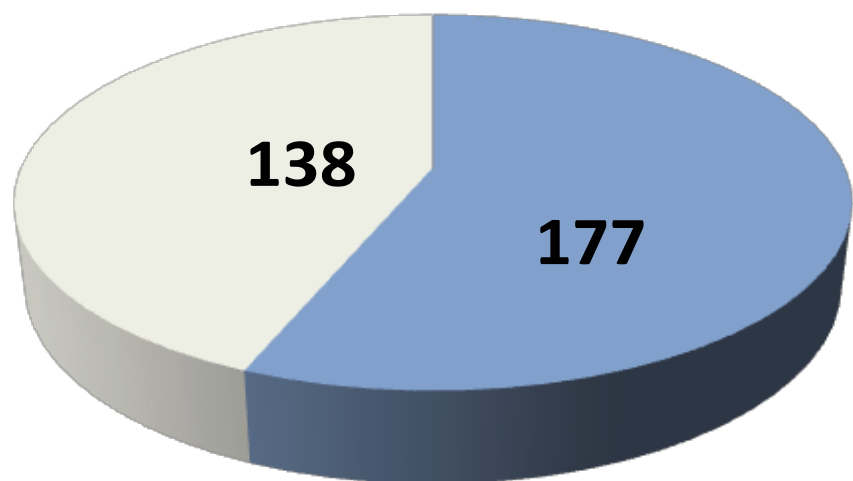
Source: NMSI and The College Board



2013-14 AR AIMS & Arkansas Reporting Minority* MS Exams

AR AIMS– 17.4% of schools; 56% of AP MS Exam Qualifying Scores

of AP MSE Exam Qualifying Scores by African American and Hispanic Students



■ **AR AIMS** ■ **Arkansas**

Source: NMSI and The College Board



Conclusions

- AR AIMS schools continue to account for the dramatic increase in the number of students taking AP math, science, and English classes.
- AR AIMS schools continue to account for the significant increase in the number of qualifying scores on AP math, science, and English exams.
- AR AIMS schools continue to account for the state's increase in minority students taking AP courses and achieving qualifying scores.





Conclusions

- AR AIMS is a STEM model that produces results!
- AR AIMS continues to make a difference in the state by changing expectations and achievement!
- The correlation between Advanced Placement and college success is obvious!





AIMS RETURN ON INVESTMENT

- In 2014, AR AIMS schools took 11,671 exams and obtained 3,332 Qualifying scores
- In 2014, the % of students nationally obtaining a Qualifying score was 13.2%.
- In 2014, the % of students in Arkansas obtaining a Qualifying score was 10.8%
- **In 2014, the % of AR AIMS students obtaining a Qualifying score was 28.5%**





AIMS RETURN ON INVESTMENT

- **AR AIMS currently receives \$450k per year from the State:**
- **$\$450k \div 11,671 = \38.57 per exam**
- **$\$450k \div 3,332 = \135.05 per QS**
- **$\$135.05 \text{ PER QS} \div 178 \text{ days of instruction}$
Equates to A COST OF \$. 76 per day**





TEACHER TESTIMONIAL

- ***“IF YOU WERE TO CREATE A PROGRAM THAT SUPPORTS A TEACHER AND PROVIDES STUDENTS WITH TEST AND CLASS PREP, THIS WOULD BE IT,”***

CASEY WOODS,
AP BIOLOGY TEACHER
BEEBE HIGH SCHOOL






2014

Arkansas Commission on Closing the Academic Achievement Gap

2014 Annual Report

The Arkansas Commission on Closing the Academic Achievement Gap presents its annual report each November. Our goal is to bring about awareness of the current research and strategies that have been successful in closing the academic achievement gaps that still persist in today's public schools. As a state commission, we serve as both a resource and advocacy group, ensuring that school districts get the assistance and guidance necessary to equip students with the skills they need to succeed both in, and out of, the classroom.

Dr. Dawn Tirado Simpson
Microsoft
11/3/2014



Arkansas Commission on Closing the Achievement Gap Annual Report

Mission

Originally created by Act 1777 in 2003, the GAP Commission's primary purpose was to work with educators from across the state who worked first-hand in addressing the academic disparity that we continue to see among various disadvantaged groups. As such, we are committed to working along-side school districts to ensure that all students are given the support they need to succeed in school, and we are also committed to provide any assistance we can on the state level to make real progress in closing the academic achievement gap here in Arkansas.

Specifically, the Commission is mandated by legislation (HB 2164) to focus on these 5 key issues:

- *To develop a plan designed to enable all public school students to meet the state's student academic achievement standards while working towards the goal of narrowing the achievement gaps in public schools, for both economically disadvantaged students, as well as students from major racial and ethnic groups.*
- *To monitor the Arkansas Department of Education's efforts to comply with federal guidelines on improving the academic achievement of the disadvantaged, specifically including, but not limited to, the No Child Left Behind Act of 2001.*
- *To monitor the department's identification of population groups to be motivated in closing the academic achievement gap efforts.*
- *To receive national school lunch data and reports biennially from the Arkansas Department of Education.*
- *To interface with local school district achievement gap task forces to provide data on the achievement gap, as well as intervention strategies.*

Legislation

The Arkansas Commission on Closing the Achievement Gap has been re-constituted, and is now composed in accordance with two powerful pieces of legislation enacted by the General Assembly of the State of Arkansas: Act 949 (HB 2163) and Act 1314 (HB 2164) of 2009 as approved on April 6, 2009 and April 9, 2009 respectively.

In accordance with Arkansas Code 6-15-1601 (b) concerning membership on the Commission, the body includes eleven (11) Commissioners in total: Five Commissioners appointed by the Governor, three (3) by the President Pro Tempore of the Senate, and three (3) by the Speaker of the House (**see attached legislation**).

Commission Meetings: 2014

Since submitting our last annual report in 2013, the Commission has met on 7 separate occasions, which includes not only our Commission meetings, but also our educational symposium. Although we are only required to meet no less than 4 times a year, we as a Commission believe that there is too much important work to be done to only meet on a quarterly basis. As such, we met each month, beginning in January, taking breaks in the summer and the beginning of the school year.

2014 Meeting Dates:

- January 16, 2014
- February 20, 2014
- March 20, 2014

- May 15, 2014
- April 17, 2014
- October 16, 2014

2014 *Bridging the Gap* Annual Educational Symposium

- June 12, 2014

Website Link

<http://www.arkansased.org/divisions/policy/arkansas-commission-on-closing-the-achievement-gap>

It was the Commission's recommendation back in 2011 that the Arkansas Commission on Closing the Academic Achievement Gap be given a website link on the Arkansas Department of Education's website. Our vision was that by doing so, we would not only be more visible as a state commission, but that as a result of that visibility, those interested in learning more about this issue would have access to our research, reports, presentations, etc., and be able to contact us for further information, and/or to answer any questions.

As a result of collaborating with the Arkansas Department of Education's web master, our website link has enabled us to reach out to educators, administrators, community leaders, and parents across the state. As the Chairman, I have received numerous emails and phone calls from those interested in learning more about our organization, including TV interviews by KARK in their *Education Matters* segment, as well as educational organizations, such as Scholastic, Incorporated, who are interested in partnering with us for future events.

Additionally, pictures of each Commission member are posted, along with relevant contact info for each member. Additionally, the website link includes the following:

- Current Membership List
- Relevant Legislation
- Annual Reports
- Meeting Agendas
- Meeting Minutes
- Presentations
- Research

However, as a result of recent changes to the website, the Commission's website is not as accessible as it once was. In fact, finding the Commission on the ADE homepage is nearly impossible - you have to go the ADE homepage, then go to *ADE Divisions*, then go to the *Policy* tab. Also, the website address above is lengthy and not very user-friendly.

Committee Work

The Commission currently has a total of five Standing Subcommittees aimed at developing a state plan to close the achievement gap for Arkansas students statewide. These committees examine issues that have been tied to closing the academic achievement gap among the various subpopulations, as documented by current research. These subcommittees include the following:

- Bridging the Gap Annual Educational Symposium
- Common Core and its Impact on Achievement
- Evaluation of Yearly Progress in Closing the Academic Achievement Gap

- Parental Involvement and its Impact on Student Success
- Scholastic Resources and ACSIP – Evaluation of a Future Pilot Program

Below are the findings of each Sub-committee:

Subcommittee: Bridging the Gap Symposium (Formerly known as Interfacing with Local Task Forces)

- ***Chairman, Dr. Dawn Tirado Simpson***
- ***Site Coordinator: Dr. Luis Restrepo***
- ***Committee Members: Dr. Jesse Hargrove and Mr. Jon Fulkerson***

Third Annual Educational Outreach – Bridging the Gap

On June 12, 2014, we hosted our Third Annual Educational Symposium series, *Bridging the Gap*, at the Jones Center for Families in Springdale, Arkansas (**see attached flyer**). Our vision in hosting these educational symposiums is to invite educators from each Congressional District who work first-hand in addressing the academic achievement gaps in their local schools. As a Commission, we emphasized that we were ready to work along- side school districts to ensure that all students are given the support they need to succeed in school. Additionally, we as a Commission are committed to provide any assistance we can on the state level to make real progress in closing the academic achievement gap in Arkansas.

Since we are already mandated by current legislation to interface with the local achievement gap task forces in each of the four congressional districts, we believe that hosting the *Bridging the Gap* symposium gives our Commission the opportunity to meet educators, parents and community stakeholders from across the state that are interested in this vital issue – plans are already underway to host next year’s symposium at the Arkansas Career Training Institute, in Hot Springs, Arkansas

Purpose of the Symposium/Educational Outreach

- Establish rapport and partnership with those around the state who are interested in closing the gap.
- Increase the visibility of the Commission and emphasize our advocacy and dedication to work alongside school districts across the state.
- Collect information from different constituencies across the state as to what the achievement gap looks like in their region and what attempts have been made to close it.
- Compile the information from meetings around the state and develop an overall report (annual report) authored by this Commission.

Structure of the Symposium/Educational Outreach

- Our goal was to host one of these symposiums in each of the Arkansas’ four congressional districts, and we have been successful in that endeavor. Beginning our journey in Blytheville, AR, our second symposium was held in Pine Bluff, AR, and this year’s event was held in Springdale, AR.
- Co-sponsored by the University of Arkansas’ College of Education and Health Professions and Diversity affairs, our site coordinator was Commissioner, Dr. Luis Restrepo. Plans included an Opening Session, Keynote Speakers and Breakout Sessions held by key educators and legislators (**see attached agenda**).
- Keynote speakers included Keith Jackson, former NFL player, broadcast announcer for the Arkansas Razorbacks and founder and president of PARK (Positive Attitude Reaches Kids), and Dr. Gary Ritter, professor and endowed chair in Educational Policy Department of Education Reform from the University of Arkansas at Fayetteville. Breakout sessions included members of the Gap Commission, along with key educational leaders and members of the community. Legislators interested in shedding light on the academic achievement gap issues were also present, such as Senator Joyce Elliot, who also served on one of the breakout session panels.

- Professional development credit was offered through the University of Arkansas at Fayetteville for all those who qualified, and the symposium ran from 8:00 AM until 3:00 PM, with lunch being served.

Subcommittee: Common Core:

- ***Chairman, Mrs. Kathy Powers***
- ***Members: Dr. Jesse Hargrove, Dr. Luis Restrepo, and Dr. Vera Lang Brown***

Even in the wealthiest areas of Arkansas, there exists an academic achievement gap between and among Arkansas's ethnic and socioeconomic groups and sub-populations. Members of this Commission have been working for the past two years to find and enact system change to address this issue. The philosophy of the Commission is to “ensure that all children have an opportunity for an education that will focus on equity as a means to achieve a closure in scores between and among diverse learning communities of students.” The Common Core State Standards provide a structure which supports students from poverty and helps to close the academic achievement gap.

The Common Core State Standards (CCSS) were created in 2009 in response to the fact that not every student in the United States had access to a great public school with rigorous coursework necessary to allow students to transition smoothly to postsecondary educational options without remediation. Graduation rates were improving incrementally, but achievement gaps and increased dropout rates that fell along socioeconomic, ethnic, and racial lines persisted. If students in this country were going to be equally ready to be globally competitive in the future, we needed a set of consistent learning standards that would ensure that ALL students had access to the same increased rigor no matter where they lived (**for further information, visit <http://www.corestandards.org>**).

A group of state and educational leaders developed the common core state standards for Mathematics and English Language Arts. In Arkansas, Common Core became fully implemented in fall 2014. The standards were designed to be fewer in number, clearer, encompass broad academic goals, integrate content area instruction, and to prepare students for a variety of postsecondary experiences. Today, forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted the Common Core State Standards.

The CCSS provide a historic opportunity to improve access to rigorous academic content standards for ALL students in Arkansas. School districts have the freedom to select curriculum and programs for delivering the standards. Individual teachers have the flexibility to use professional judgment to design instruction for how the standards would be best taught to his or her students. This includes designing modified instruction necessary to support and accommodate students with disabilities, English language learners, and impoverished students. Students who are raised in poverty are not disabled, but come to school with distinct disadvantages. Ruby Payne's research on poverty states that kindergarten children come to school with one half of the listening and speaking vocabulary that other classmates possess and that children in poverty have a huge deficit in the area of background knowledge(**for further information visit <http://www.ahaprocess.com/who-we-are/dr-ruby-payne/>**).

Robert Marzano's work states that what works in schools for struggling students and students from poverty is direct instruction in vocabulary and providing background knowledge. The Common Core English Language Arts standards promote both rich vocabulary instruction and paired fiction with related nonfiction texts. This pairing of texts provide background knowledge to the reader where no prior knowledge exists. All students can discuss the text and provide evidence for their arguments from “right-there” texts no matter the depth of their previous background knowledge on the subject. The research of Marzano and Payne also suggest that instructional strategies such as cooperative learning structures, thematic, integrated approaches, and work with peers also support learners from

poverty. The Common Core ELA standards have these support structures built by design (**see attached report, The Art and Science of Teaching**).

Having common standards also benefits Arkansas teachers. Professional development workshops, training, and materials can all be focused on common standards; not just designed for the old state standards of the larger educational markets like Texas and California. Teachers from all over the nation can collaborate online and share best practices centered around our now common standards- especially ideas for how to raise the achievement level of our students living in poverty. The Common Core State Standards are a systemic change that will help to narrow the academic achievement gap.

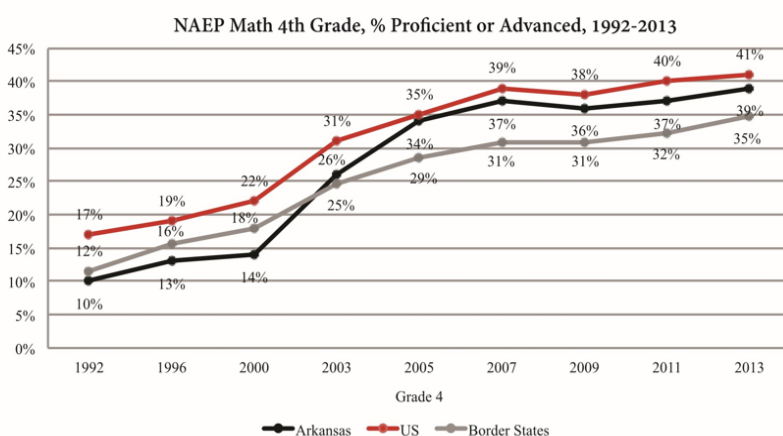
Subcommittee: Evaluating Yearly Progress in Closing the Academic Achievement Gap in Arkansas

- ***Chairman, Dr. Luis Restrepo***
- ***Committee Members: Dr. Dawn Tirado Simpson***

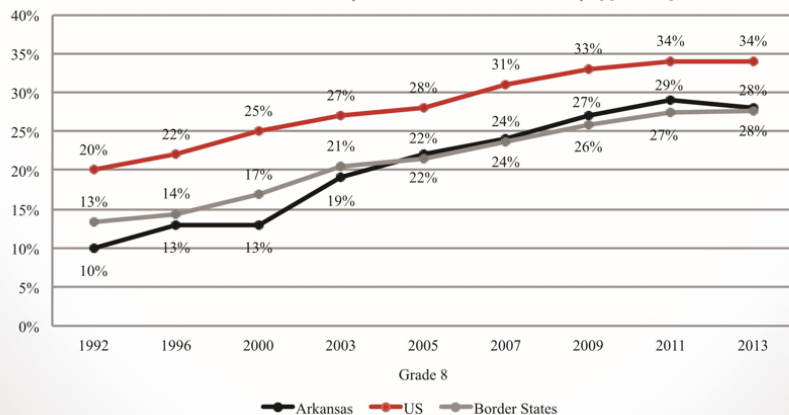
The Commission seeks to evaluate yearly progress in closing the academic achievement gap in Arkansas. Following the *2008 Report Education in the Post-Lake View Era: What Is Arkansas Doing To Close The Achievement Gap?* written by Jay Barth and Keith Nitta, the Commission focuses on 1) economically disadvantaged students, identified as those eligible for free or reduced –price lunches under the federal school lunch program and 2) students from major racial and ethnic groups in Arkansas. Arkansas Department of Education (ADE) identifies four major ethnic groups: White, African American, Latino, and Asian/Pacific Islander. The Barth and Nitta Report recommended measuring the achievement gap between these groups with (1) standardized test scores, (2) graduation rates, (3) remediation rates, (4) access to advanced coursework, (5) school discipline rates, and (6) college-attendance rates. Based on state and national data and reports, this 2014 Commission Report indicates that although there has been considerable progress in educational equity in Arkansas, there are still significant educational disparities that need to be addressed.

1. STANDARIZED TEST REPORTS

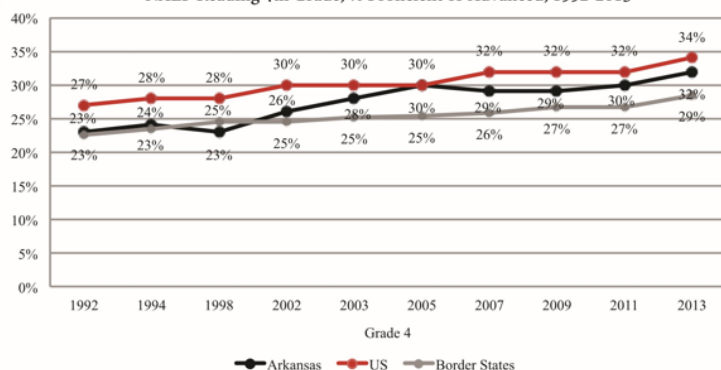
To better determine the educational disparities in Arkansas and the progress alleviating them, it is important to provide a national perspective and some historical data. The 2013 Arkansas Report Card by the University of Arkansas' Office of Educational Policy provides a historical perspective student performance in reading and math based on the National Assessment of Educational Progress (NAEP) from 1992 to 2013 for the nation, Arkansas and its surrounding states (Tennessee, Missouri, Texas, Oklahoma, Mississippi, and Louisiana). There has been a significant increase in the percentage of students scoring at the proficient or advanced levels in both Math and Reading in the past two decades at the national and state levels both for 4th and 8th graders.



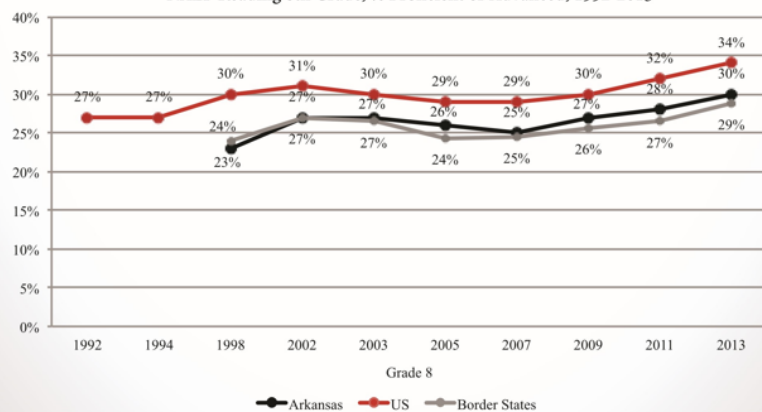
NAEP Math 8th Grade, % Proficient or Advanced, 1992-2013



NAEP Reading 4th Grade, % Proficient or Advanced, 1992-2013



NAEP Reading 8th Grade, % Proficient or Advanced, 1992-2013



9

However, despite the increasing percentage of students scoring at the proficient or advanced levels, Arkansas students continue to place some points below the national average, most noticeably in Math. The percentage of Arkansas students proficient or advanced in Math was to six points below the national average (OEP 2013 Report). See Annex I for the 2013 Arkansas Report Card.

The achievement gap for the target sub groups in Arkansas is documented by the *Performance of All student Subgroups: Moving Beyond the Achievement Gaps (2014)* report by Gary Ritter and Sarah Burks of the OEP:

In 4th and 8th grade, Arkansas' subgroups experienced positive growth in performance between 2000 and 2013 on proficiency levels and scale score points. The achievement gap between black and white students grew over time in respect to the percentage of students scoring proficient or higher (+14 percentage points in 4th grade and +8 percentage points in 8th grade), as the percentage of white students reaching proficiency increased more rapidly over time. However, in respect to scale score points, the gap between black and white students slightly decreased (-8 scale score points in 4th grade and -10 in 8th grade) as the average scale score of black students increased more rapidly during this time period. The achievement gap between Hispanic and white students slightly grew in 4th grade between 2000 and 2013, as the percentage of white students reaching proficiency increased over time. However, in 8th grade, the gap between Hispanic and white students slightly decreased (-1 percentage points), as the percentage of Hispanic students reaching proficiency increased slightly more rapidly over time. Compared to the nation, Arkansas' gap between black and white students and Hispanic and white students were moderately smaller than the average gaps of the nation on grade 4 and 8 math in respect to performance as measured by average scale scores and proficiency levels. (OEP 2014 p.8-9). See Annex II for the *Performance of All student Subgroups: Moving Beyond the Achievement Gaps (2014)*.

Another standardized test that indicates the educational disparities is the ACT exam. This is an important college admission test and common scholarship eligibility measure. According to the *2014 ACT Profile Report for Arkansas*, there is a significant achievement gap between White students and African American and Latino students. In 2014 White students ACT average score was 22.3 (out of 36) compared to 16.9 for African Americans and 18.8 for Hispanic/Latino students. See Annex III for the full 2014 ACT Profile Report for Arkansas.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2010			2011			2012			2013			2014		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	24,578	100	20.3	27,020	100	19.9	26,058	100	20.3	25,875	100	20.2	26,821	100	20.4
Black/African American	4,415	18	16.6	4,880	18	16.6	4,677	18	16.9	4,403	17	16.7	4,452	17	16.9
American Indian/Alaska Native	269	1	20.6	274	1	19.8	178	1	19.7	161	1	19.5	138	1	19.8
White	17,027	69	21.4	17,526	65	21.1	17,282	66	21.4	16,784	65	21.4	17,181	64	21.6
Hispanic/Latino	1,116	5	18.6	1,666	6	18.5	1,776	7	18.7	2,005	8	18.9	2,179	8	18.8
Asian	462	2	22.0	492	2	21.4	433	2	21.3	416	2	22.1	466	2	22.3
Native Hawaiian/Other Pacific Islander	0	0	.	19	0	19.3	28	0	18.9	37	0	18.2	54	0	17.2
Two or more races	367	1	20.3	601	2	20.6	758	3	20.7	920	4	20.8	942	4	20.8
Prefer not to respond/No response	922	4	19.4	1,562	6	18.1	926	4	19.3	1,149	4	19.0	1,409	5	19.1

2. GRADUATION RATES

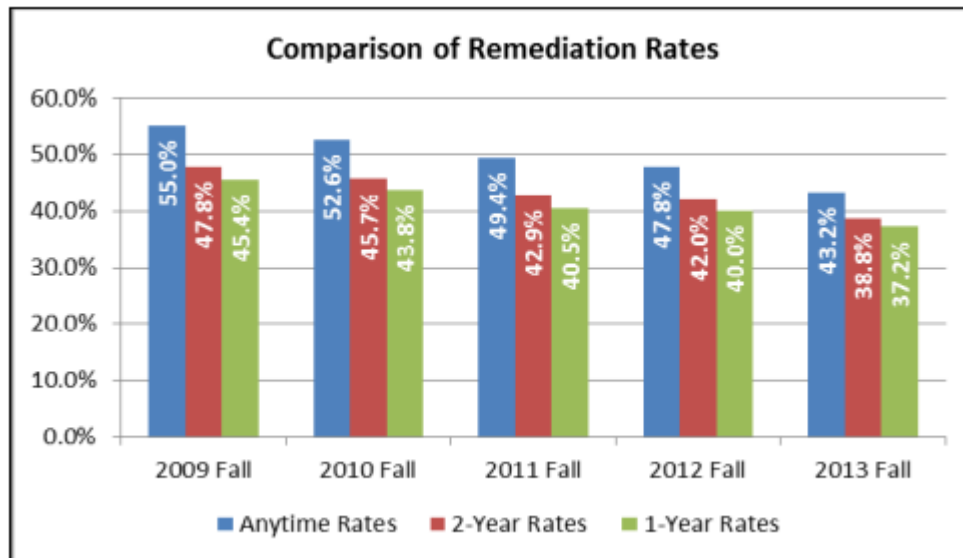
The OEP report on Graduation Rates for the 2013 school year indicates that TAGG groups (Targeted Achievement Gap Group) is 83%, five percentage points below those of the general student population, with 87% graduation rates, based on a four year adjusted cohort graduation rate measure. See OEP 2012-2013 Graduation Rate Report (**for further information, visit <http://www.officeforeducationpolicy.org/arkansas-schools-data-graduation-rate>**).

Table 2: Statewide four-year adjusted cohort graduation rate (2011-12 and 2012-13)

	2011-2012	2012-2013
Arkansas Overall	85%	87%
Targeted Achievement Gap Group (TAGG)	80%	83%
Students eligible for Free or Reduced Price Lunch (FRL)	80%	83%
Limited English Proficient Students (LEP)	78%	84%
Special Education Students	79%	82%
African American Students	79%	82%
Hispanic Students	79%	84%
White Students	87%	89%

3. REMEDIATION RATES

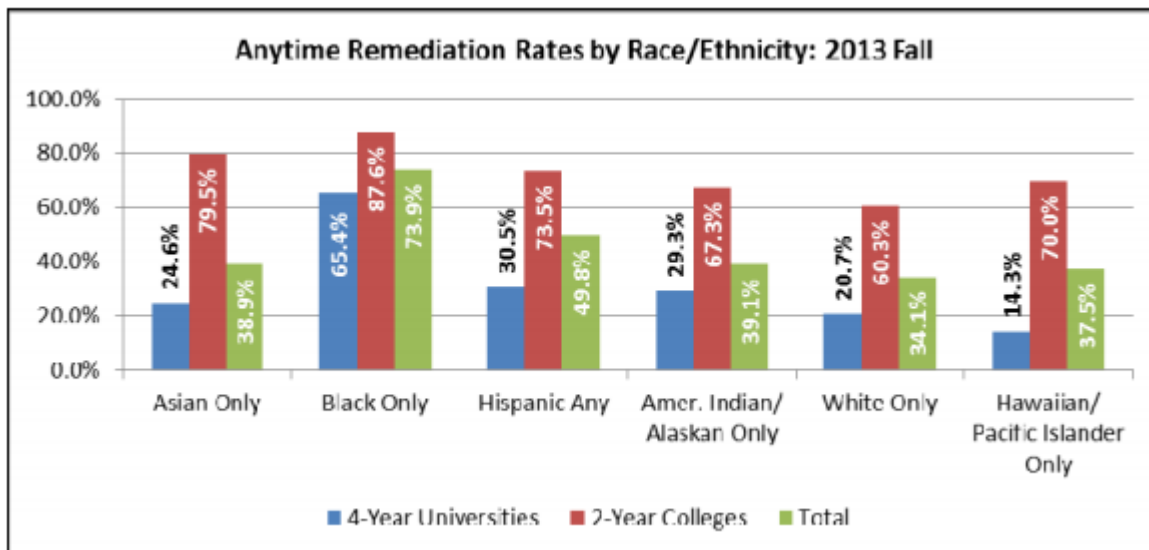
According to the ADHE Annual Report on First-Year Student Remediation, released January 31, 2014, there is a steady decrease in remediation rates since 2009.



ADHE calculates remediation rates according to the following formula:

1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year

Remediation rates by student ethnicity shows some disparities that need attention. In 2013, African American students had a 73.9% rate of remediation compared to 34.1% for White students. Hispanic students also had high remediation rates at 49.8% (see chart on p. 9).



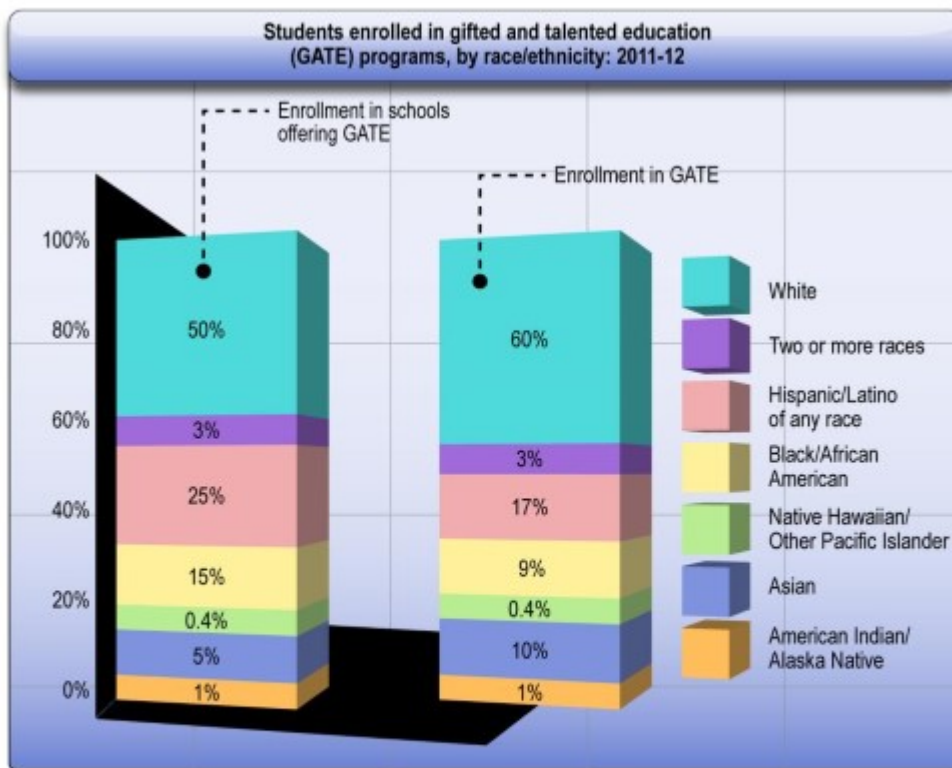
4. ACCESS TO ADVANCED COURSEWORK

Two important sources document the disparities in academic opportunities for the TAGG groups in Arkansas. The first one is the U.S. Department of Education Civil Rights Office 2014 Issue Brief No. 3, College and Career Readiness. According to the report, Latinos and African American students have less opportunities to take college preparation courses such as algebra, calculus or participating in Gifted and Talented programs. At the national level, some of the highlights of the Civil Rights report are the following:

- Limited access to high-level math and science courses: Nationwide, only 50% of high schools offer calculus, and only 63% offer physics.
 - Significant lack of access to other core courses: Nationwide, between 10-25% of high schools do not offer more than one of the core courses in the typical sequence of high school math and science education — such as Algebra I and II, geometry, biology, and chemistry.
 - Even less access for black, Latino, American Indian, and Alaska Native students: A quarter of high schools with the highest percentage of black and Latino students do not offer Algebra II; a third of these schools do not offer chemistry. Fewer than half of American Indian and Native-Alaskan high school students have access to the full range of math and science courses in their high school.
 - Growing opportunity gap in gifted and talented education: Black and Latino students represent 26% of the students enrolled in gifted and talented education programs, compared to black and Latino students' 40% enrollment in schools offering gifted and talented programs.
 - Advanced Placement (AP) course enrollment and testing: o Black and Latino students make up 37% of students in high schools, 27% of students enrolled in at least one Advanced Placement (AP) course, and 18% of students receiving a qualifying score of 3 or above on an AP exam.
- * English learners represent 5% of high school students, 2% of the students enrolled in at least one AP course, and 1% of the students receiving a qualifying score of 3 or above on an AP exam.

* Students with disabilities served by IDEA represent 12% of high school students, 2% of students enrolled in an AP course, and 1% of the students receiving a qualifying score of 3 or above on an AP exam.

The following chart details the participation in gifted and talented programs by ethnic groups:



NOTE: Detail may not sum to 100% due to rounding. Figure reflects 33 million students enrolled in schools offering gifted and talented education (GATE) programs and about 3.3 million students enrolled in GATE programs.

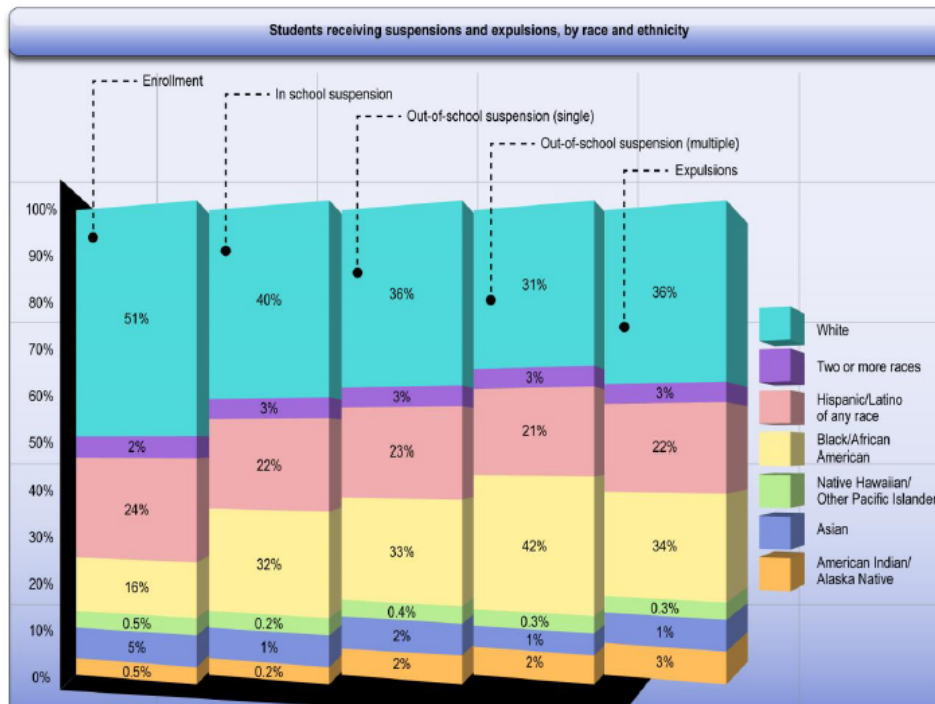
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

At the state level, the Civil Rights Office Issue Brief includes Arkansas as one of the states with the highest percentage of African American students in GATE Programs (8%). Arkansas is one of the states with the highest percentage of high schools offering math and science courses, Algebra II (96%), Geometry (96%), Biology (97%), Chemistry (90%) and Physics (86%).

In addition to the Civil Rights Office Brief, another important indicator of disparities in academic opportunities is *College Board's 2014 AP Report to the Nation*. The state supplement for Arkansas indicates that although there is an increasing number of TAGG students taking AP courses, there is a significant gap compare to White students AP course participation rates and success. For example, 70.2% of graduating White students took at least one AP course and 78.6% of these scored a 3 or more in an AP exam. In contrast, of the 60.5% low income students in Arkansas, only 32.9% took an AP course and just 23.6% scored 3 or more in an AP exam. There are also equity gaps in AP participation and success for African American and Latinos in Arkansas. 14% of graduating African Americans took an AP course of which only 4.9% scored a 3 or more in an AP exam. Of the 1,792 African American students that took AP courses, only 215 achieved a successful score. In a similar way, of the 1,060 Latino students that took one AP exam, only 390 scored 3 or more.

5. SCHOOL DISCIPLINE RATES

The U.S. Department of Education Civil Rights Office published a report this year (2014) based on data from every public school in the nation (approximately 16,500 school districts, 97,000 schools, and 49 million students) with a 98% responding rate. Alarming, at the national level, students of color are disciplined at significantly higher rates than White students.



NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

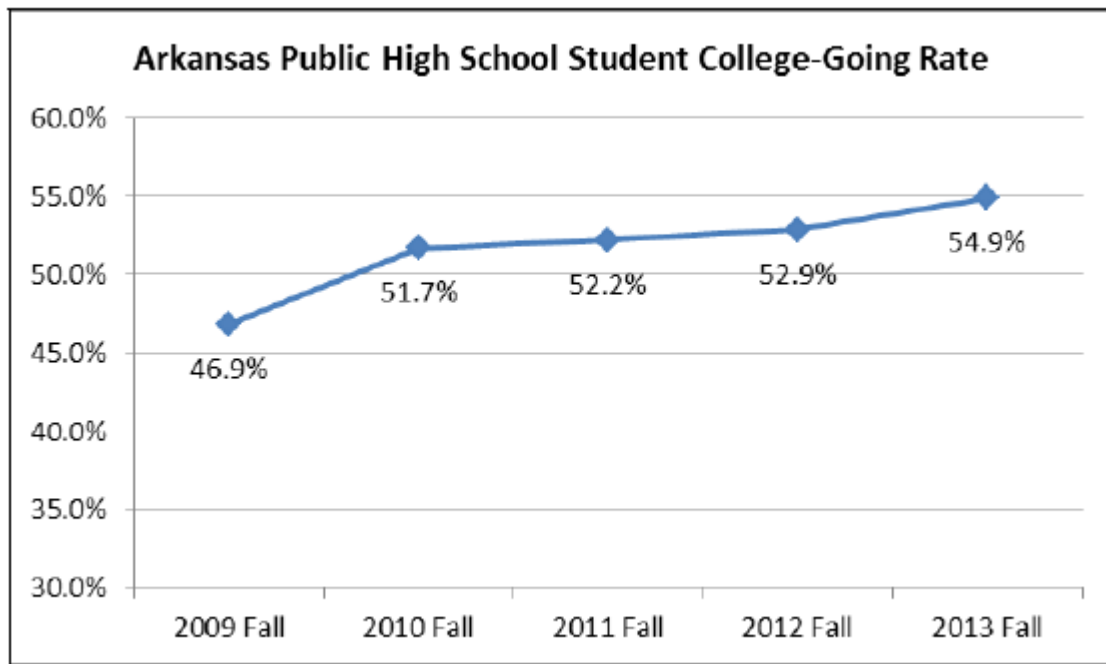
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

The Civil Right Data Collection (CRDC) report reveals that “Black students represent 16% of the student population, but 32-42% of students suspended or expelled. In comparison, white students also represent a similar range of between 31-40% of students suspended or expelled, but they are 51% of the student population” (Issue Brief No.1, released March 1, 2014).

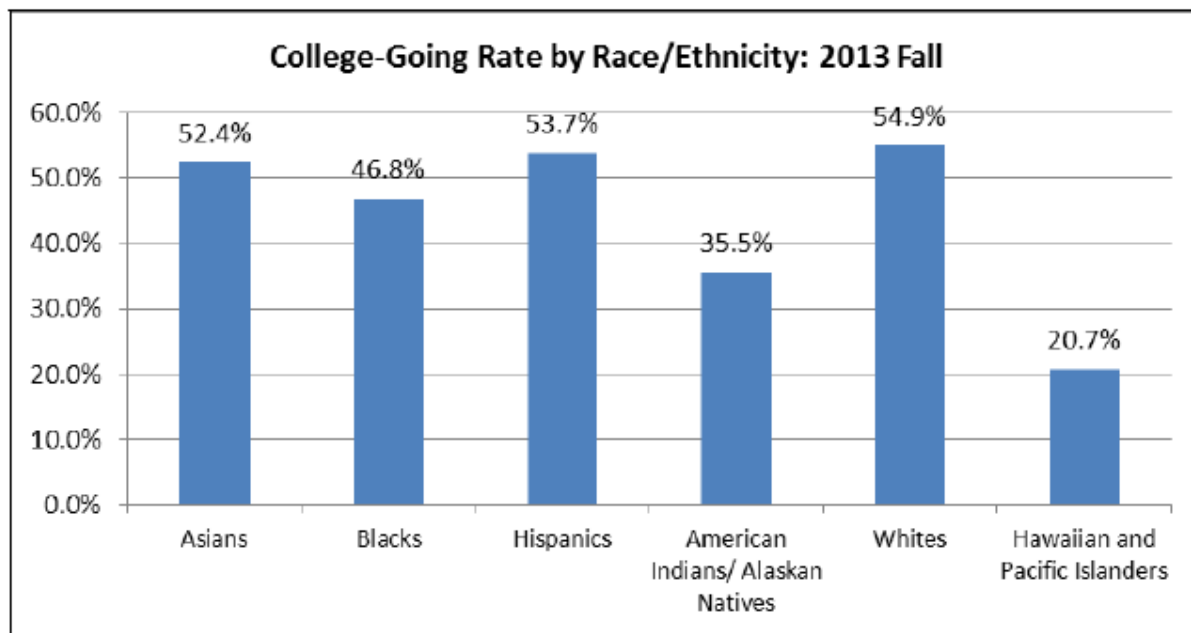
Arkansas is highlighted in the Discipline Report, as one of the eleven states with higher gaps between the suspension rates of black students and white students. The Arkansas out of school suspension rate for black males is 24% compared to 20% nationally. The out of school suspension rates for Whites in Arkansas is 8%, compared to 6% nationally.

6. COLLEGE ATTENDANCE RATES

The Arkansas Department of Higher Education (ADHE) 2014 Report on the College Going Rate for Public School graduates, there is a steady increase in college attendance, from 46.9% in 2009 to 54.9% in 2013. However this figure is below the national college going rate, at 62% in 2012, according to the ADHE report (see chart on p. 12).



When considering the TAGG students, there still is significant gap between the rate of college-going African American, American Indians, and Pacific Islander students compared to Whites. Hispanics and Asians, on the other hand, have nearly the same attendance rate as Whites.



Subcommittee: Parental Involvement:

- ***Chairman, Mr. Jon Fulkerson***
- ***Committee Members: Rev. Charles Killion and Senator Jack Crumbly***

The Commission would be remiss if we did not mention the great importance that parental involvement has upon the overreaching impact of the academic achievement gap. It is the opinion of the sub-committee that a parent/guardian will have a continued educational impact upon a child as being their first educator from birth until school age. In addition, parental support within the school (throughout the day and at school events), as well as their continued support at home, is absolutely essential.

Additionally, the subcommittee has researched the role parents play upon the education of their child extensively over the past year. In addition to data that is already widely known and understood pertaining to parental involvement, the issue of the lack of ability to communicate quickly and efficiently with parents is also a large problem facing schools in Arkansas.

Inaccurate telephone numbers, addresses and no immediate access to internet making email a less reliable form of communication is a problem for many educators trying to keep parents and guardians as active participants in the education of their children. Lack of communication with parents and guardians is a key issue this subcommittee will be addressing in the coming year as we continue this particular research interest.

Transportation is also a concern for parents at or below the poverty line. Getting students to and from school events where bus services are not available is a concern for many schools. Parents with a lack of transportation do not have the same opportunities to volunteer in schools, at school events or attend parent/teacher conferences. The commission will continue to study transportation as a direct impact on parental involvement and in turn student success.

Subcommittee: Scholastic Resources/ACSIP

- **Chairman: Dr. Vera Lang Brown**
- **Committee Members: Dr. Luis Restrepo and Rev. Charles Killion**

The ACSIP Subcommittee, which has been charged with not only reviewing the ACSIP plans, but also in evaluating its impact on scholastic resources, has reviewed online materials about the new ACSIP (Indistar) Pilot process and timeline. The Chair of our Subcommittee, Dr. Vera Lang Brown, has emailed Senator Joyce Elliott informing her of her interest and willingness to work with the Senate committee to review and gather any data on the impact of the new ACSIP Pilot. Dr. Debbie Jones, Assistant Commissioner for Learning Services reported in an update on CCSS, PARCC, and School Improvement that "thirty-five schools and two charter schools" were selected to participate in the pilot. November 1st was the first submission due date for the pilot school improvement plans.

Information from the timelines indicated that training occurred to prepare school representatives on the process and use of the software for the year 2014-2015. I am providing a timeline of actions that have occurred with the pilot. I am going to make phone calls to find out if I can attend at least one of the meetings in my zone to learn more about the school improvement plans and its impact on teaching, student success, and budgetary spending.

After reviewing some ACSIP materials, It is the belief of the Subcommittee that the new ACSIP process will prove to be more user friendly in assisting me in identifying and understanding the following:

- What schools are doing linked to teaching and student learning
- Schools plans of actions
- Interventions being used and cost if any
- Services being used from in and out of state agencies/consultants plus cost
- Determine if services are addressing school needs and results
- Inequities of educational services/resources across districts
- Whether ACSIP plans are driven by test results and/or determinations by schools

For further information, the Subcommittee Chair has provided the following links:

- Commissioner's Memo dated June 11, 2014 (LS-14-084)

<http://www.arkansased.org/divisions/public-school-accountability/school-improvement/related-commissioners-memos>

- ACSIP Pilot Map

<http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/Attachments/>

- ACSIP Pilot Timeline

<http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/Attachments/>

Special Presentations

For the first time since the Arkansas Commission on Closing the Academic Achievement Gap's inception in 2003, we had the opportunity to present our Annual Report as a group to the House and Senate Joint Committee on Education. In that meeting we presented our 2013 Annual Report and were available to answer questions about our findings.

Summary & Recommendations

Summary

As a result of the research conducted as a Commission throughout the year, and through the various discussions that we have been privy to, we have seen both the educational and economic impact the achievement gap can have across our state. There is no question that closing the academic achievement gap among those groups who are currently struggling to do well in school can greatly impact the number of schools that are currently in academic distress. According to the State Board of Education, 26 schools are currently classified as being in Academic Distress (**see attached ADE 2011-2013 Three Year Proficiency Report**).

As a Commission, we believe working to reduce the academic achievement gap, and therefore, the number of schools in academic distress can bring about a multitude of positive effects, and as such, we suggest that the following factors be considered in moving forward:

- Sharing best practices with professionals from other states
- Pursuing online collaboration with other Common Core Teachers
- Raising achievement levels of students living in poverty
- Providing AR with the systemic change necessary to help narrow the academic achievement gap

- Examining the how/why graduation rates among high school are improving, while drop-out rates persisted and fell along socio-economic lines

All of these factors greatly affect student success among Arkansas high school students, which in turn, can greatly impact the number of remediation classes Arkansas graduates will have to take to even be prepared to further their education at the post-secondary level. The current remediation costs for the Arkansas Department of Higher Education (ADHE), is staggering, as student need for these courses continue to rise. According to the ADHE 2012-2013 annual report on remediation rates, the current cost to the state of Arkansas is \$19,011,075.00 (**see attached ADHE Remediation Report**). The Arkansas Department of Higher Education runs this report on an annual basis each December, and will be updating the Commission upon the release of this year's findings.

Recommendations

One of the most important aspects of serving on The Arkansas Commission on Closing the Academic Achievement Gap, is that we are authorized to make recommendations to our governing officials and key educational leaders – as such, we as a Commission would like to make 3 recommendations that, if followed, could impact the effectiveness of our future work as a Commission, as we work alongside school districts on this vital issue:

1) **Speaking to the Joint Committee on Education on an Annual Basis** – we as a Commission would value the opportunity to speak to both the House and Senate about an issue we believe so wholeheartedly in. I have served on the Commission since its inception in 2003, and over these past 10 years, we have seen great strides in the progress we have made as a state, particularly when we compare these results from where we started. Arkansas has led the way in recent years in bridging that gap, and we would like to provide any assistance we can in ensuring that we continue to do so. Having the opportunity to discuss these issues and get feedback on an annual basis regarding where we are, and where we would like to go, could help us tremendously as we continue on this journey.

2) **Adding an Annual Budget of \$2,500.00 per Congressional District** – This idea was presented last year to the Joint Committee on Education, and although there was agreement that this was important, a suggestion had been made to the then Commissioner of the Arkansas Department of Education, but no monies have been allotted to the Commission at this time. Without an operating budget, we are limited on what we can do. Even with elaborate collaboration and financial partnerships, most educational conferences, even with charging a small registration fee, will cost approximately \$7,000.00 (**see attached Final Attendance, Income and Expenses report from this year's symposium**). An annual budget of \$2,500.00 per Congressional District, or \$10,000.00 a year, would allow the Commission the ability to accomplish the following:

- Invite both state, and nationally recognized, keynote speakers
- Provide the necessary educational materials for our annual symposium attendees
- Reimburse the travel expenses for our Commission members who would be presenting at the conference.

We strongly believe that Arkansas has made great strides in examining this issue and we also believe that we could continue to be on the forefront of academic progressiveness. As such, we as a Commission could become the model for other states to follow, demonstrating first-hand how a state commission can serve as both an educational resource and an advocacy group. The focus of our work would be centered around working alongside local school districts across our state in taking a more pro- active, rather than a re-active, stand on this very important issue.

3) **Expecting School Districts to Follow the Local Achievement Gap Task Force Mandate** - School districts and their Superintendents should take heed that local gap task forces charged with examining the academic discrepancies among their school sub-groups should already be in place. Codified on April 24, 2012, we discovered this year that few school

districts are implementing this requirement. We were able to present our concerns to the Committee and we were tasked with identifying the schools that currently have local tasks forces in place – ADE has provided us a current list, and at this time, only 12 school districts have local Gap committees specifically examining this issue (**see attached list of school districts**).

4) **We would also recommend the following changes to our Website link:** First, it is our recommendation that our website link be placed under *Popular Links* on the ADE homepage, rather than where it is currently.

- As mentioned earlier, you cannot find our website link unless you go to *ADE Divisions*, and then click on the *Policy* tab.
- Changing the location to *Popular Links* on the ADE homepage and would also be more aligned with what we are and what we do, since we truly are not an ADE division and we are not solely dedicated to policy making.
- Also, on the ADE homepage, there is an alphabetical list of topics, and if you were to try to access our website utilizing the A through Z tabs, you can't find us under **A** (*Arkansas, Academic, Achievement*), **C** (*Closing, Commission*) or even **G** (*Gap*). As the Arkansas Commission on Closing the Academic Achievement Gap, those letters would most likely be the way the public would try to access our information.

Commission Composition

The Arkansas Commission on Closing the Achievement Gap consists of the following members:



Chairman, Dr. Dawn Tirado Simpson

Dr. Dawn Tirado Simpson *Chairman*, Arkansas Career Training Institute (ACTI) 105 Reserve, Hot Springs, AR 71902
Phone: 501-701-6274 Email: dawn.simpson@arkansas.gov

2013 Academic Achievement Gap Commission Members



Dr. Vera Lang Brown

Commissioner

Dr. Vera Lang Brown *Commissioner* University of Arkansas at Pine Bluff 1521 West 17th Street Pine Bluff, AR 71603
Phone: 870-575-8275 Email: langbrown@uapb.edu



Senator Jack Crumbly

Commissioner

Senator Jack Crumbly *Commissioner* 1823 SFC 414, Widener, AR 72394
Email: jcrumbly2004@yahoo.com



Mr. Jonathan Fulkerson

Commissioner

Mr. Jonathan Fulkerson *Commissioner* 328 Trigg Drive, Marion, AR 72364

Phone: 870-450-4018 Email: jfulkerson@msd3.org



Dr. Jesse Hargrove

Commissioner

Dr. Jesse Hargrove *Commissioner* Philander Smith College P.O. Box 30674 Little Rock, AR 72260

Phone: 501-370-5286 Email: jhargrove@philander.edu



Rev. Charles Killion

Commissioner

Rev. Charles Killion *Commissioner* 103 Masonville Road McGhee, AR 71654

Phone: 870-222-5094 Email: crkillion13@gmail.com



Ms. Kathy Powers

Commissioner

Ms. Kathy Powers *Commissioner* Carl Stuart Middle School; 2745 Carl Stuart Road, Conway, AR 72034

Phone (501) 733-4452 Email: kathy.powers2011@gmail.com



Dr. Luis Restrepo

Commissioner

Dr. Luis Restrepo *Commissioner* University of Arkansas at Fayetteville 2466 Ferguson Avenue Fayetteville, AR 72703

Phone: 479-575-2951 Email: lrestr@uark.edu

2013 Academic Achievement Gap Ex-Officios & Designees



Senator Shane Broadway

Ex-Officio Commission Member

Senator Shane Broadway Commissioner of the Arkansas Department of Higher Education 114 East Capitol Little Rock, AR 72201 Phone: 501-371-2030 shane.broadway@adhe.edu Ex-Officio Commission Member



Ms. Lillian Williams

Ex-Officio Designee

Ms. Lillian Williams Arkansas Department of Higher Education 423 Main Street, Ste. 400 Little Rock, AR 72201 Phone: 501-371-2038 lillian.williams@adhe.edu Ex Officio Designee for Shane Broadway

Ex-Officio Commission Member



Mr. Tony Wood, Interim Commissioner of the Arkansas Department of Education, Four Capitol Mall, Rm 304-A Little Rock, AR 72201 Phone: 501-682-4803 Email: tony.wood@arkansas.gov Ex Officio Commission Member



Mrs. Susan Harriman

Ex-Officio Designee

Ms. Susan Harriman Office of Policy & Special Projects, Arkansas Department of Education, Four Capitol Mall, Rm 401-A Little Rock, AR 72201 Phone: 501-682-4251 Email: susan.harriman@arkansas.gov Ex Officio Designee for Tom Kimbrell



Ms. Brittany Kincaid

Ex-Officio Designee

Ms. Brittany Kincaid Policy Development Coordinator, Arkansas Department of Education, Four Capitol Mall, Rm 401-A Little Rock, AR 72201 Phone: 501-682-4251 Email: Brittany.kincaid@arkansas.gov Ex-officio designee for Susan Harriman

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1314 of the Regular Session

State of Arkansas
87th General Assembly
Regular Session, 2009

A Bill

HOUSE BILL 2164

By: Representative Rainey

For An Act To Be Entitled

AN ACT TO AMEND THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS; TO PROVIDE TRAINING
FOR MEMBERS OF THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS; AND FOR OTHER
PURPOSES.

Subtitle

TO AMEND THE COMMISSION ON CLOSING THE
ACHIEVEMENT GAP IN ARKANSAS AND TO
PROVIDE TRAINING FOR THE MEMBERS OF THE
COMMISSION ON CLOSING THE ACHIEVEMENT
GAP IN ARKANSAS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-15-1601(b) concerning membership is amended to read as follows:

(b) The commission shall consist of ~~twelve (12)~~ eleven (11) members representing the racial and ethnic diversity of Arkansas as follows:

(1)(A) ~~Four (4)~~ Five (5) persons appointed by the Governor.

(B)(i) ~~One (1) of the Governor's appointees shall be a member of the faculty of an historically black college in the state who has demonstrated an interest in and commitment to working with disadvantaged youth.~~

~~(ii) One (1) of the Governor's appointees shall be an Hispanic who has demonstrated a commitment to education.~~



~~(iii)~~ One (1) of the Governor's appointees shall be a representative of business and industry in Arkansas, ~~and~~

~~(iv)~~ ~~One (1) of the Governor's appointees may be a representative of health and human services, or a public school teacher.~~

(ii)(a) Four (4) of the Governor's appointees shall be minority or low-income parents concerned about the achievement gap with one (1) representative from each of the four (4) congressional districts.

(b) A minimum of two (2) of the individuals appointed under subdivision (b)(1)(B)(ii)(a) of this section shall be African American.

(c) A minimum of one (1) of the individuals appointed under subdivision (b)(1)(B)(ii)(a) of this section shall be Hispanic.

(2)(A) ~~Four (4)~~ Three (3) persons appointed by the President Pro Tempore of the Senate.

(B)(i) One (1) of the President Pro Tempore's appointees shall be a member of the school of education faculty of an historically black college in the state with an accredited school of education.

(ii) One (1) of the President Pro Tempore's appointees shall be a minority who has demonstrated a commitment to education, ~~and~~.

(iii) One (1) of the President Pro Tempore's appointees shall be a public school teacher with a special expertise in closing the achievement gap.

(3)(A) ~~Four (4)~~ Three (3) persons appointed by the Speaker of the House of Representatives.

(B)(i) One (1) of the Speaker of the House of Representatives' appointees shall be a person who has experience working with children from low income families.

(ii) One (1) of the Speaker of the House of Representatives' appointees shall be a minority who has demonstrated a commitment to education.

(iii) One (1) of the Speaker of the House of Representatives' appointees shall be a public school administrator with a special expertise in closing the achievement gap.

SECTION 2. Arkansas Code § 6-15-1601(f) and (g) concerning unexcused absences, meetings, and duties is amended to read as follows:

(f)(1) The commission shall meet at times and places the chair deems necessary but no fewer than four (4) times per calendar year.

(2)(A) Commission members shall attend all meetings with no more than ~~one (1)~~ two (2) unexcused ~~absence~~ absences in a period of eighteen (18) months.

(B) Commission members with more than two (2) unexcused absences in a period of eighteen (18) months shall be automatically removed from the commission and the original nominating entity for the position shall be notified to fill the vacancy.

(3) No meetings shall be held outside the State of Arkansas.

(4) A majority of the members of the commission shall constitute a quorum for the purpose of transacting business.

(5) All actions of the commission shall be by a majority vote of the full membership of the commission.

(6) A minimum of one (1) meeting shall be held in each of the four (4) congressional districts every thirty-six (36) months.

(g) The commission shall:

(1) Develop a plan for the state designed to enable all public school students to meet the state's student academic achievement standards while working toward the goal of narrowing the achievement gaps in public schools for the following subgroups:

(A) Economically disadvantaged students; and

(B) Students from major racial and ethnic groups;

(2) Monitor the Department of Education's efforts to comply with federal guidelines on improving the academic achievement of the disadvantaged, specifically including, but not limited to, the No Child Left Behind Act of 2001;

(3)(A) Monitor the department's identification of population groups to be motivated in closing the achievement gap efforts.

(B) The commission may expand the role and scope of the commission to cover specific population groups as identified by the department as target groups for closing the achievement gaps, ~~and~~.

(4) Receive national school lunch data and reports biennially

1 from the Department of Education.

2 (5) Interface with local school district achievement gap
 3 taskforces created under § 6-15-1603 to provide data on the achievement gap
 4 and achievement gap intervention strategies;

5 ~~(4)~~(6) File Present a report ~~with the chairs of~~ to the House
 6 ~~Interim~~ Committee on Education and the Senate ~~Interim~~ Committee on Education,
 7 the Governor, and the State Board of Education no later than November 1 of
 8 each year~~+~~, which shall include without limitation:

9 (A) Profiles of underachieving students;

10 (B) Profiles of chronically under performing schools and
 11 school districts;

12 (C) A review of policies and programs approved by the
 13 Department of Education for national school lunch expenditures on closing the
 14 achievement gap;

15 (D) Child poverty statistics in the state and the impact
 16 poverty has on education;

17 (E) Successful strategies with students of poverty;

18 (F) Best practices for teacher preparation for student and
 19 language diversity;

20 (G) A review of leadership challenges in closing the
 21 achievement gap; and

22 (H) Suggested policy changes to improve the achievement
 23 gap at the legislative, Department of Education, school district, and other
 24 levels; and

25 ~~(5)~~(7) Create a website that contains without limitation:

26 (A) Notices of upcoming meetings;

27 (B) The state plan for closing the achievement gap;

28 (C) A school district plan for closing the achievement gap
 29 from each school district;

30 (D) The membership and contact information for members of
 31 the commission and each local school district achievement gap taskforce;

32 (E) The minutes from commission meetings;

33 (F) A clearinghouse for research and other information the
 34 commission identifies as important or useful for understanding the
 35 achievement gap in the state; and

36 (G) Other information that the commission deems

1 appropriate.

2
3 SECTION 3. Arkansas Code § 6-15-1601, concerning the
4 Commission on Closing the Achievement Gap in Arkansas, is amended to add an
5 additional subsection to read as follows:

6 (1) The commission may accept gifts, grants, and donations for use in
7 carrying out the purpose and duties of the commission.

8
9 APPROVED: 4/9/2009
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36



GAP Symposium Final Expenses and Funding

Date: 12-Jun-14
 Time: 8:00am a 3:30pm
 Attendance: 150 participants

No.	Expense	Total Cost
1	Keith Jackson's fees	3,500.00
2	Coffee, pastries, and lunch	2,222.44
3	Jones Center - Venue	1,200.00
4	40 Tableclothes + tax	223.50
5	14 Bouquets of Flowers	93.42
6	30 Vases, thank you cards	62.51
7	150 U of A folders	165.12
8	2 Water cases	8.32
9	3 Students' hours	243.00
10	Envelopes, stamps, printing paper por PD certificates	63.13
11	15 Speakers' dinner	70.91
		<u>\$ 7,852.35</u>

Sources of Funding

No.	Sponsor	Total Cost
1	Office of Diversity	1,500.00
2	OLAA	500.00
3	College of Education	2,000.00
4	Office of Admissions	500.00
5	Office of Diversity and Inclusion WCOB	500.00
6	Registration	
	30 Early bird @ \$35.00 each	1,050.00
	34 Regular registration @ \$50.00 each	1,700.00
	7 Student rate @ \$15.00 each	105.00
	65 Fee Waivers	-
		<u>\$ 7,855.00</u>
Surplus		<u>\$ 2.65</u>

Final List of

No.	Timestamp	Role	Name:
1	5/19/2014 12:57:08		Kendal Smith
2	6/11/2014 14:25:42		La Shauna Burkett
3	6/5/2014 15:43:17		Irma Bredekamp
4	5/13/2014 14:32:09		Chad Mims
5	5/13/2014 14:32:58		Coli Escher
6	5/13/2014 14:33:42		Ginger Mayes
7	5/13/2014 14:28:43		Janet Schwanhausser
8	5/15/2014 11:10:04		Jessica Carson
9	5/19/2014 8:17:41		Mindy Yaeger
10	5/13/2014 14:34:33		Rebecca Powers
11	5/22/2014 7:52:34		Matthew Henderson
12	6/11/2014 16:12:00		Alexandra Boyd
13	5/14/2014 9:07:22		Romanda Jordan
14	5/12/2014 9:25:14		Trudie Young
15	5/8/2014 0:50:46		Terrance Youngblood
16	5/15/2014 11:36:21		Tom Arnhart
17	6/4/2014 10:06:11		Jennifer Ash
18	6/12/2014 8:38:46		Kimberly Burgess
19	5/14/2014 12:31:09		Rory McWhorter
20	5/14/2014 16:03:03		Maria V. Alvarez
21	6/11/2014 13:36:23		Jon Dempsey
22	5/15/2014 14:15:59		jeff holland
23	6/10/2014 9:26:15		Laura Kellams
24	6/11/2014 10:39:28		Rich Huddleston
25	6/4/2014 12:08:07		Karen Hodges
26	6/10/2014 11:24:27		Justin
27	5/14/2014 9:28:52		Lea Ann Moss
28	5/14/2014 10:20:33		T.J. Moss
29	6/4/2014 16:30:55	Panelist	Kaitlin Anderson
30	6/4/2014 11:58:31		Sarah Burks
31	5/30/2014 10:20:49		Marcia Shobe
32	6/4/2014 13:36:51		Debra Lewis
33	5/28/2014 9:53:33		Kristen Herbert
34	5/28/2014 9:52:25		Sunny Lane
35	5/11/2014 13:18:25		Ms. Lindsay Naramore
36	6/11/2014 15:10:40		Charlene Johnson Carter
37	5/28/2014 14:43:10		Kim Shepard
38	6/10/2014 17:26:13		S. Brown
39	6/6/2014 14:01:08		Darral Green
40	5/12/2014 13:50:43		patsy mooney
41	5/15/2014 12:53:43		Juanita Moore
42	5/28/2014 14:38:56		Kristie Daut
43	4/29/2014 9:57:19		Nathan Brown
44	4/29/2014 9:58:13		Shasta Nichols
45	4/29/2014 9:51:58		Aimee Gutowski
46	4/29/2014 9:54:09		Daizy Bonilla
47	4/29/2014 9:47:43		Gina Ervin

48	4/29/2014 9:52:48	Jacque Hodge-Goff
49	4/29/2014 9:50:45	Kym Walls
50	4/29/2014 9:54:56	Sara Paul
51	5/8/2014 21:36:31	Kristina M. Howlett
52	5/14/2014 8:40:23	Charles Killion
53	6/2/2014 20:48:29 Moderator, Com	Luis Fernando Restrepo
54	5/19/2014 12:55:16 Commission me	Vera Lang Brown
55	5/14/2014 10:55:45 Commission ch	Dr. Dawn T Simpson
56	6/9/2014 11:17:50 Moderator	Chris Goering
57	6/6/2014 12:06:33 Moderator, Org	Freddie Bowles
58	6/12/2014 14:07:09 Moderator	Kim Davis
59	6/6/2014 13:25:41 Moderator	Misty Newcomb
60	6/7/2014 14:21:30 Panelist	Rachel Cole
61	6/4/2014 9:13:32 Moderator, Com	Rafael Arciga Garcia
62	6/11/2014 13:42:37	Patricia Rodriguez
63	6/5/2014 13:09:19	Ralph Nesson
64	6/10/2014 16:38:32	Susan Moreno
65	5/11/2014 20:52:50	Ed Bowerman
66	6/2/2014 21:58:49 Organizing com	Mirna Ordoñez Sandoval
67	6/6/2014 9:45:07 Panelist	Amy Charpentier
68	6/3/2014 9:16:27 Panelist	Anne Saullo
69	6/12/2014 9:44:53 Panelist	Bill Kopsky
70	6/12/2014 9:19:35 Panelist	Brandon Flammang
71	6/11/2014 8:33:08 Panelist	Carlos Amargos
72	6/10/2014 10:55:14	Cecilia Grossberger-Medi
73	5/15/2014 8:48:13 Panelist	Cindy Miramontes
74	6/5/2014 11:46:03 Panelist	Codie Ryan
75	6/6/2014 17:22:58 Panelist	Donna Wake
76	6/12/2014 9:10:02 Moderator, Pan	Dr. Diana Gonzales Wortl
77	5/13/2014 13:39:43	Dr. Jesse J. Hargrove
78	6/10/2014 18:20:48 Panelist	Dr. Taj Cobbs
79	6/4/2014 14:03:38 Panelist	Erika Gamboa
80	6/5/2014 15:11:19 Panelist	Jason Endacott
81	6/12/2014 13:45:10 Panelist	Javier Reyes
82	5/19/2014 8:46:18 Panelist	John Jones
83	6/12/2014 8:26:47 Panelist	Jose Torres
84	6/4/2014 19:03:34 Panelist	Joyce Elliot
85	6/9/2014 12:24:49 Panelist	Julia Crane
86	6/3/2014 17:50:08 Panelist	Kathryn Birkhead
87	6/4/2014 15:16:39 Panelist	Luke VanDeWalle
88	6/9/2014 19:35:42 Panelist	Michael Mills
89	5/13/2014 14:31:00 Panelist	Mike Poore
90	6/4/2014 14:53:33 Panelist	Olga Munoz
91	6/3/2014 16:51:33 Panelist	Reagan Duran
92	6/12/2014 9:28:11 Panelist	Ruth Lora
93	6/12/2014 10:49:38 Panelist	Sara Ford
94	6/10/2014 15:27:29 Panelist	Sarah Beers
95	6/4/2014 15:17:53 Panelist	Scott Shirey
96	6/9/2014 12:47:08 Panelist	Tamekia Brown

97	6/6/2014 17:19:58	Moderator, Panel	Dr. Angela Webster-Smith
98	5/9/2014 9:05:30		Amber Grady
99	6/10/2014 10:37:45		Leslie Yingling
100	6/11/2014 15:49:56		Aaron Arredondo
101	5/15/2014 8:35:38		Alexandra Arnhart-Smith
102	6/9/2014 17:55:40		Catalina Botero
103	5/22/2014 10:42:36		Esteban Garcia
104	5/15/2014 15:27:25		Isela Mercado-Ulloa
105	5/24/2014 16:38:25		Jessica Rood
106	5/19/2014 8:07:29		Ricardo Garcia
107	6/11/2014 14:23:52		Alberto Chavez
108	6/10/2014 13:01:51		Cindy Martinez
109	6/3/2014 12:09:01		Charisse Matzenbacher
110	5/28/2014 10:27:26		Ana Villafranca
111	5/28/2014 10:31:27		Maria Morales
112	5/28/2014 10:50:42		Martha Sandoval
113	5/28/2014 10:28:46		Nora Garcia
114	5/28/2014 10:39:53		Rubicely Hernandez
115	5/28/2014 10:38:37		Sandra Rodriguez
116	5/20/2014 13:42:12		Jayshica
117	6/6/2014 7:49:38		Erika Torres
118	6/5/2014 10:04:20		Jivette de Jesús
119	6/12/2014 8:25:21		David Rainey
120	5/21/2014 16:16:29		Kelly Svebek
121	6/12/2014 7:48:38		Martha Tompkins
122	5/11/2014 20:57:03		LaRhonda Bowerman
123	6/12/2014		Al López
124	6/8/2014 6:37:09		Christian Scalf
125	6/12/2014 7:56:39		Courtney Anderson
126	6/3/2014 7:43:20		Courtney Velazquez
127	6/12/2014 8:01:23		Darrell Bolin
128	6/11/2014 21:54:19		Debbie Flora
129	5/15/2014 12:32:45		Debbie Penaflor
130	5/30/2014 12:59:12		Evelyn Villarreal
131	6/8/2014 14:33:26		Jane Cornell
132	6/12/2014		Jill VanderBaan
133	6/12/2014 8:02:39		Jonathan Buchanan
134	6/5/2014 21:59:10		Kelly Powell
135	6/3/2014 9:05:57		Lynette Terrell
136	6/5/2014 13:20:55		Marline Vernon
137	6/9/2014 12:54:10		Megan Godfrey
138	6/9/2014 8:31:51		Michelle Thornhill
139	6/2/2014 15:26:47		Nicole Breaux
140	6/9/2014 10:45:13		Ron Spalter
141	6/10/2014 15:16:15		Shari Reed
142	6/2/2014 15:28:01		Warren Breaux
143	4/29/2014 8:54:29		Elizabeth Smith
144	4/29/2014 9:55:56		Evelyn Fuller
145	4/29/2014 9:56:44		Mabel Aguirre

146	5/20/2014 13:59:59	Kristi Wiggins
147	6/9/2014 12:36:14	Marie-Rachelle Narcisse

Summary	Quantity	Fees collected
Total Fee Waivers	65 \$	-
Total Early Bird	30 \$	1,050.00
Total Regular	34 \$	1,700.00
Total Students	7 \$	105.00
	136 \$	2,855.00

Total people registered	147
Total people attending	136
People that register and	11

Title:	Organization/Business:
5th grade student	UAPB
Student Development Specialist	UA Student Support Services
Mrs.	University of Arkansas
Asst Principal	Bentonville Public Schools
ELL Specialist	Bentonville Public Schools
ELL Specialist	Bentonville Public Schools
Director of Federal Programs	Bentonville Public Schools
Instructional Assistant	Bentonville Public Schools
Middle School Teacher	Bentonville Public Schools
Board of Education	Bentonville Public Schools
Mr.	Bentonville Public Schools
Ms.	U of A EDRE
Director-HeadStart	SEACAC
Teacher	Harrison School District
Sr. Research Analyst	Youngblood & Associates, LLC
Spanish teacher	Rogers Public Schools
Managing Director	Office for Education Policy
BHS ESL Designee	Bentonville Public Schools
Teacher	Springdale High School
ESL Facilitator	SSD/Southwest Jr. High School
	Scholastic
teacher	springdale high
NWA Director	Arkansas Advocates for Children and Families
Executive Director	Arkansas Advocates for Children and Families
Executive Director, Office of Academic Success	University of Arkansas
Fletcher	Endeavor Foundation
Mrs.	Rogers Heritage High School
Mr.	Rogers Heritage High School
Student	University of Arkansas
Graduate Assistant	Office for Education Policy
Director	School of Social Work, University of Arkansas
Principal	Bonnie Grimes Elem
Development Manager	Helen Walton Children's Enrichment Center
Development Manager	Helen Walton Children's Enrichment Center
Teacher	Rogers Heritage High School
dr.	University of Arkansas
teacher	Rogers Heritage High School
Mr.	N/A
Sr. District Executive	Boy Scouts of America
Health Ed. Teacher	Heritage High School
Special Education Teacher	Rogers Heritage High
teacher	Rogers Heritage High School
Director, College Project Talent Search	University of Arkansas
Search	University of Arkansas
Advisor Coordinator, Educational Talent Search	University of Arkansas
Academic Advisor, Educational Talent Search	University of Arkansas
Talent Search	University of Arkansas

Academic Advisor, Educational Talent Search	University of Arkansas
Search Programs	University of Arkansas
Academic Advisor, Educational Talent Search	University of Arkansas
Dr	Rogers Public Schos
Executive Director	Southeast Ark. Comm. Action
Assistant Vice Chancellor for Diversity	University of Arkansas
Associate Professor	UAPB
Director of Vocational Training	ACE/ARS/ ACTI
Associate Professor, English Education	UA
Associate Professor	UA
Development	NWA Council
Executive Director	Prism Education Center
	Teach For America
Assistant Director of Admissions	University of Arkansas
Program Assitant	OneCommunity
Arkansas Regional Coordinator	Bright Futures USA
Mrs.	UofA MAT Graduate
Parent, Educator, Reverend	Shiloh Christian School
Latino Programs	La Oficina Latina - University of Arkansas
KIPP Through College Director	KIPP Delta Public Schools
Literacy Academic Facilitator	Rogers School District - Grace Hill Elementary
Director	Arkansas Public Policy Panel
instructor	Springdale ALE
Liaison	Rogers Public Schools
Marketing & PR Specialist	Arkansas
Teacher in Sin Limites Camp	Project
Assistant Director of Global Communities	NWACC
Associate Dean, College of Education	University of Central Arkansas
Director RISE/Co-Founder OneCommunity	UA/OneCommunity
Assistant Vice President	Philander Smith College
Director, Student Support Services	University of Arkansas
Director	U of A Veterans Resource & Information Center
Assistant Professor	University of Arkansas
Vice Provost for Distance Education	University of Arkansas
Director, Multicultural Center	University of Arkansas
School Community Liaison	Springdale School District
Senator	Arkansas Legislator
ESL Specialist	Springdale Schools
Director for Diversity and Inclusion	Northwest Arkansas Community College
Chief Academic Officer	KIPP Delta Public Schools
Assistant Professor	University of Central Arkanas
Superintendent	Bentonville Public Schools
ESOL Facilitator	Bonnie Grimes Elementary
Panelist	Bonnie grimes
Pradres	padres
Principal	J.O. Kelly Middle School Springdale
	Springdale Family Literacy Program
Executive Director	KIPP Delta Public Schools
Principal	Central Junior High, Springdale Public Schools

Institutional Diversity
 Academic Outreach Specialist
 Director
 Graduate student
 Mrs.
 Professional Interpreter
 Volunteer
 Sin Limites Volunteer
 Miss
 Student
 Student
 Volunteer
 ELL teacher
 In Person Assister
 In Person Assister
 IPA Supervisor
 In Person Assister
 GEM Coordinator
 In Person Assister
 COO

 De Jesus
 Superintendent
 Secondary Curriculum Director
 Tompkins
 Parent, Educator

 Teacher
 Classroom Teacher
 Teacher
 Assistant Principal
 Principal
 Library Aide/PTA Secretary/Parent
 teacher
 School Counselor

 Assistant Principal
 Teacher
 teacher
 ESL Teacher
 ESL Elementary Curriculum Specialist
 LMS
 Mrs.
 Mr.
 HBHS Teacher
 Mr.
 Director, Education Renewal Zone
 Director, University Access Talent Search
 Search

University of Central Arkansas
 University of Arkansas Diversity Affairs
 College Access Initiative
 University of Arkansas
 Lakeside Junior High/Springdale Public Schools
 ASIT
 Sin Limites
 Community Relations
 Student-Volunteer for Sin Limites
 Sin Límites
 University of Arkansas
 Oficina Latina
 Green Forest Schools
 Hispanic Women's Organization of Arkansas
 Hispanic Women's Organization of Arkansas
 Hispanic Women's Organization of Arkansas
 Hispanic Women's Organization of Arkansas
 Hispanic Women's Organization of Arkansas
 Hispanic Women's Organization of Arkansas
 Grand slam Performance
 Rogers Public Schools- ESOL Office
 ESOL Office, Rogers Public Schools
 Dumas Schools
 Siloam Springs School District
 Springdale School District
 Shiloh Christian School

 Sonora Elementary School
 Springdale School
 Elmdale Elementary
 Harp Elementary
 Springdale Schools Young Elementary
 Elementary
 Lakeside Jr High/Springdale School District
 Springdale Public Schools
 LMS Hellstern Middle School - Springdale School
 Springdale
 Springdale Schools
 Springdale Schools
 Walker Elementary School
 Springdale Public Schools
 Parson Hills Elementary
 School
 Springdale Schools/Southwest Jr. High
 Springdale Public Schools
 Springdale Public Schools, Lee Elementary
 University of Arkansas
 University of Arkansas
 University of Arkansas

Federal Programs Coordinator
PhD

Siloam Springs School District
University of Arkansas

Address:	City:	State:	Zip code:
1200 N University	Pine Bluff	AR	71603
8 Gregson Hall	Fayetteville	AR	72701
202 Terrace Drive	Lowell	AR	72745
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
500 Tiger Blvd	Bentonville	AR	72712
810 Bella Vista Rd	Bentonville	AR	72712
89 West Augusta Drive	Fayetteville	Arkansas	72703
P.O.Box 312	Warren	Ark	71671
515 S. Pine	Harrison	AR	72601
PO Box 7921	Little Rock	AR	72217
1114 S. 5th. Street	Rogers	Arkansas	72756
1800 N Gregg Ave Apt 2	Fayetteville	AR	72703
1801 SE J Street	Bentonville	AR	72712
15225 Asher Court	Siloam Springs	Arkansas	72761
1807 Princeton Avenue	Springdale	AR	72765
99 Silverhill Dr	Texarkana	TX	75503
3524 grapevine dr	springdale	ARKANSAS	72764
614 E. Emma Avenue, Suite 107	Springdale	AR	72764
Suite 306, Union Station, 1400 W. Markham st	Little Rock	AR	72201
008 Gregson Hall U of A	Fayetteville	Arkansas	72701
800 Founders Park Dr	Springdale	AR	72701
2016 Sandpiper Ave	Lowell	AR	72745
2016 Sandpiper Ave	Lowell	AR	72745
2867 N Seneca Ave	Fayetteville	AR	72704
1349 N. Merion Way Apt. 206	Fayetteville	AR	72704
1 University of Arkansas, ASUP 106	Fayetteville	AR	72701
1801 S. 13th Street	Rogers	Arkansas	72758
1701 NE Wildcat Way	Bentonville	AR	72712
1701 NE Wildcat Way	Bentonville	AR	72712
1114 S 5th Street	Rogers	AR	72745
Peabody Hall, Office 201	Fayetteville	AR	72701
1114 S. 5th Street	Rogers	AR	72756
3109 Thicket	Pine Bluff	AR	71603
P.O. Box 4837	Fayetteville	AR	72702
1114 South 5th	Rogers	Arkansas	72756
1114 S, 5th Street	Rogers	Arkansas	72756
5401 W. Magnolia Street	Rogers	Arkansas	72758
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701

UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
220 S. Fifth Street, ESOL Office	Rogers	AR	72756
1208 N.Myrtle-P.O. Box 312	Warren	Arkansas	71671
425 Kimpel Hall	Fayetteville	AR	72701
1200 N University	Pine Bluff	AR	71601
105 Reserve Ave	Hot Springs	AR	71902
305 Peabody Hall	Fayetteville	AR	72701
PO Box 1890	Farmington	AR	72730
4100 corporate center drive	Springdale	Arkansas	72762
2190 South Razorback Road	Fayetteville	AR	72701
2013 South Broadway Street	Little Rock	AR	72206
232 Silas H. Hunt Hall	Fayetteville	Arkansas	72701
P.O. Box 261	Springdale	AR	72765
1007 Mornignside Drive	Fayetteville	AR	72701
1002 nw n st	bentonville	Arkansas	72712
312 Fink Dr	Springdale	AR	72764
421 Arkansas Union	Fayetteville	AR	72701
320 Missouri Street	Helena	AR	72342
901 N Dixieland Rd	Rogers	AR	72756
1308 West Second Street	Little Rock	AR	72201
1024 Eastwood	Fayetteville	AR	72701
PO Box 2205	Bentonville	AR	72712
1 University of Arkansas	fayetteville	Arkansas	72703
4337 N. Old Wire Rd.	Fayetteville	AR	72703
One College Dr	Bentonville	AR	72712
201 Donaghey Avenue	Conway	AR	72035
16700 Dolittle Rd.	Springdale	AR	72764
900 West Daisey Bates Dr	Little Rock	Arkansas	72202
1University of Arkansas, 008 Gregson Hall	Fayetteville	Arkansas	72701
UARK 632	Fayetteville	Arkansas	72701
Peaabody 302	Fayetteville	AR	72701
2 East Center st	Fayetteville	AR	72701
Arkansas Union 404	Fayetteville	AR	72701
610 B. Emma Street	Springdale	Arkansas	72764
500 Woodlane	Little Rock	Arkansas	72201
3066 Kasey Ave	Springdale	AR	72764
3501 E. 14th St	Bentonville	Arkansas	72712
415 Ohio St.	Helena	AR	72342
201 Donaghey Avenue	Conway	AR	72035
500 Tiger Blvd	Bentonville	AR	72712
1801 S 13th St	Rogers	AR	72756
1801 s 13th	rogers	AR	72756
2006 w linda ln	rogers	ar	72758
1879 East Robinson	Springdale	AR	72764
2628 N. Stagecoach Dr.	Fayetteville	AR	72703
415 Ohio St.	Helena	AR	72342
2811 W. Huntsville Ave.	Springdale	AR	72762

201 Donaghey Avenue	Conway	AR	72034
ARK Student Union 404/1 University of Arkansas	Fayetteville	AR	72701
University of Arkansas	Fayetteville	AR	72701-1201
700 W Cleveland St Apt 15	Fayetteville	AR	72701
2805 W Beech St	Rogers	Arkansas	72756
2466 Ferguson Avenue	Fayetteville	Ar	72703
206 Cherokee Ln	Clarksville	AR	72830
800 Andy St.	Springdale	AR	72762
1401 Carlton	Springdale	AR	72762
2377 Zared Ave.	Springdale	Arkansas	72764
2004 Morter Place	Rogers	AR	72758
41 W Forsythia Dr	Fayetteville	Arkansas	72703
401 Tulip Court	Green Forest	Ar	72638
614 E Emma, Suite 231	Springdale	AR	72764
614 E Emma, Suite 231	Springdale	AR	72764
614 E Emma, Suite 231	Springdale	AR	72764
614 E Emma, Suite 231	Springdale	AR	72764
614 E Emma, Suite 231	Springdale	AR	72764
614 E Emma, Suite 231	Springdale	AR	72764
1672 E Joyce Blvd	Fayetteville	AR	7270
220 S 5th Street	Rogers	AR	72756
220 S 5th Street	Rogers	AR	72756
213 Adams St.	Dumas	AR	71639
PO Box 798	Siloam Springs	AR	72761
2787 S Powell	Springdale	ar	72758
312 Fink Dr	Springdale	AR	72764
11381 frisco drive	farmington	Ar	72730
PO Box 7688	Springdale	AR	72766
1901 Theodore	Springdale	AR	72762
2700 Butterfield Coach Road	Springdale	AR	72764
301 Pippin Apple Circle	Springdale	AR	72762
951 South Gutensohn Road	Springdale	AR	72762
3659 Grainger Cir.	Springdale	AR	72764
2199 Scottsdale St	Springdale	AR	72764
2261 Blue Mesa	Fayetteville	AR	72703
3067 Silverton	Springdale	AR	72764
832 Calvin Street	Fayetteville	Arkansas	72703
1701 S. 40th Street	Springdale	AR	72762
800 E. Emma Ave.	Springdale	Arkansas	72764
2326 Cardinal Drive	Springdale	AR	72764
1879 East Robinson Avenue	Springdale	AR - Arkansas	72764
1807 Princeton Ave.	Springdale	AR	72762
300 Jones Ave.	Springdale	Ar	72762
17651 Harmon Road	Fayetteville	AR	72704
248 GRAD	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701
UPTE-128, 1 University of Arkansas	Fayetteville	AR	72701

847 S. Dogwood St.
606 N. Razorback Rd# 241

Siloam Springs Arkansas
Fayetteville AR

72761
72701

Phone:

8708500773
479-575-5782
4796198280
479-254-5000
479-254-5000
479-254-5000
479254-5019
479-254-5000
4792545000
479-254-5013
479-254-5860
9014098763
870-723-0426
8707413496
(501)554-2222
479-936-1740
4799667119
479-254-5241
479-427-2640
479-750-8849
8706488188
479-422-1561
4799279800
501-371-9678, ext 114
479-575-2989
479-361-4624
479-621-1683
4796211683
703-772-3038
919-812-5821
479-575-7786
479-659-2604
4792733552
4792733552
4792831676
(479) 575-3129
4793812321
8708500773
479-970-7505
479-631-3579
479-426-3092
4795312142
479-575-3553
479-575-3553
479-575-3553
479-575-3553
479-575-3553

Email:

olange53216@yahoo.com
lburkett@uark.edu
ibredeka@uark.edu
cmims@bentonvillek12.org
cescher@bentonvillek12.org
gmayes@bentonvillek12.org
jschwanhausser@bentonvillek12.org
jschwanhausser@bentonvillek12.org
mnoble@bentonvillek12.org
vlunsford@bentonvillek12.org
mhenderson@bentonvillek12.org
aboyd@uark.edu
romanda.jordan@seacac.com
tyoung@hps.k12.ar.us
terrance@askyoungblood.com
tarnhart@rps.k12.ar.us
jash@uark.edu
kburgess@bentonvillek12.org
rmcwhorter@sdale.org
malvarez@sdale.org
jdempsey@scholastic.com
jgholland75@gmail.com
lkellams@aradvocates.org
rhuddlestone@aradvocates.org
klhodes@uark.edu
justin@endeavorfoundation.net
lmoss@rps.k12.ar.us
tmoss@rps.k12.ar.us
kaitlin.p.anderson@gmail.com
smburks@uark.edu
mshobe@uark.edu
dlewis@rps.k12.ar.us
kherbert@hwccenter.com
slane@hwccenter.com
lnaramor@rps.k12.ar.us
cjohnson@uark.edu
kshepard@rps.k12.ar.us
olange53216@yahoo.com
darralgreen@yahoo.com
pmooney@rps.k12.ar.us
J2moore@rps.k12.ar.us
kdaut@rps.k12.ar.us
ncbrown@uark.edu
sbc04@uark.edu
agutows@uark.edu
bonilla@uark.edu
gervin@uark.edu

479-575-3553	jhodgego@uark.edu
479-575-3553	klwalls@uark.edu
479-575-3553	sarapaul@uark.edu
479-631-3558	Thowlett@rps.k12.ar.us
870-222-8879	crkillion13@Gmail.com
479 575 7580	lrestr@uark.edu
870-575-8275	olange53216@yahoo.com
501-701-6274	dawn.simpson@arkansas.gov
479-263-7335	cgoering@uark.edu
4795753035	fbowles@uark.edu
479 582 2100	kimdavis@nwacouncil.org
(479) 249-6113	misty.newcomb@priseducationcenter.org
6465743469	rachel.cole@teachforamerica.org
479-236-8182	rarciga@uark.edu
479-750-1680x5	prodriguez0424@gmail.com
(479) 444-1412	rhnesson@hotmail.com
4795860674	sstallio14@gmail.com
(479)236-7218	edb@shilohsaints.org
479-502-6467	mjordone@email.uark.edu
8707140042	amy.charpentier@kipdelta.org
479-631-3670	asaullo@rps.k12.ar.us
501-376-7913	bill@arpanel.org
4793877575	brandonflammang@me.com
4796163189	amargosc@gmail.com
479-575-5002	xgrossb@uark.edu
(479)530-3887	cmiramon@uark.edu
479-619-4180	cryan2@nwacc.edu
479-774-5139	dwake@uca.edu
479-872-1977	dworthen@uark.edu
501-370-5286	jhargrove@philander.edu
479-575-5781	tcobbs@uark.edu
479-575-8742	egamboa@uark.edu
4798793334	jendacot@uark.edu
5756079	reyes@uark.edu
479-575-8405	jpjones@uark.edu
479-879-4023	jtorres@sdale.org
501-682-5951	joyce.elliott@senate.ar.gov
479-966-1369	jcrane@sdale.org
479-986-4052	kbirkhead@nwacc.edu
870-817-9189	luke.vandewalle@kipdelta.org
5015904823	mmills@uca.edu
479-254-5013	vlunsford@bentonvillek12.org
479-631-3660	omunoz@rps.k12.ar.us
4795442468	reagand2007@Yahoo.com
470 8994904	ruth_lora@yahoo.com
479-750-8730	sford@sdale.org
(479) 549-7621	sbeers@sdale.org
870-753-9800	scott.shirey@kipdelta.org
479-750-8854	tbrown@sdale.org

501-766-2852	awebster@uca.edu
4795752064	angrady@uark.edu
479-575-7183	lyinglin@uark.edu
956-433-6045	aiarredo@uark.edu
4796166011	asmith3@sdale.org
479-595-2724	Catalinabtr@aol.com
479-647-6808	exg017@uark.edu
479-263-3257	imerc002@gmail.com
4799573016	jerood@vassar.edu
4798565775	rxg025@uark.edu
479) 381-8948	Chavez.Alberto89@gmail.com
479-806-3828	Cxm076@uark.edu
8704239214	cmatzenbacher@gf.k12.ar.us
479-751-9494	office.assistant@hwoa.org
479-751-9494	office.assistant@hwoa.org
479-751-9494	office.assistant@hwoa.org
479-751-9494	office.assistant@hwoa.org
479-751-9494	office.assistant@hwoa.org
479-751-9494	office.assistant@hwoa.org
4796163188	jamargos@performancegpa.com
(479)631-3559	etorres@rps.k12.ar.us
479-631-3559	jdejesus@rps.ar.k12.us
870-382-4571	rainey.d@centurytel.net
479-524-2251	kelly.svebek@sssd.k12.ar.us
479-750-8710	mtompkins@sdale.org
(479)236-7021	lbowerman@shilohsaints.org
4794224437	cscalf@sdale.org
4796012116	canderson@sdale.org
4792360127	courtneyvela11@gmail.com
479-7500-8740	dbolin@sdale.org
479-750-8770	dflora@sdale.org
504-874-0578	dpenaflor@sdale.org
4798719717	evillarreal@sdale.org
479-750-8760	jcornell@sdale.org
479-283-9184	jonathanbuchanan@sbcglobal.net
4794660487	Jkapowell@sbcglobal.net
479-466-9379	lterrell@sdale.org
479-264-3114	mvernon@sdale.org
479-200-4460	mgodfrey@gmail.com
479-750-8877	mthornhill@sdale.org
4797508730	nbreaux@sdale.org
479-750-8849	rspalter@sdale.org
479-790-4655	sreed@sdale.org
4792874171	nbreaux@sdale.org
479-575-3641	ees005@uark.edu
479-575-3553	efuller@uark.edu
479-575-3553	mabela@uark.edu

479-524-2251
937-432-5385

kristi.wiggins@sssd.k12.ar.us
narcisse@ark.edu

[illegible]

[illegible]

lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	No	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
Student with current ID (\$15)	Yes	No
Regular (\$50)	Yes	Yes
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Student with current ID (\$15)	Yes	No
Student with current ID (\$15)	Yes	No
Regular (\$50)	Yes	No
lrestr@uark.edu or at 479-575-7580)	No	No
lrestr@uark.edu or at 479-575-7580)	No	No
Early bird (\$35)	Yes	Yes
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
lrestr@uark.edu or at 479-575-7580)	No	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Restrepo at lrestr@uark.edu or at 479-575-7580)	Yes	No
Regular (\$50)	Yes	No
lrestr@uark.edu or at 479-575-7580)	Yes	No
Regular (\$50)	Yes	No
Regular (\$50)	Yes	No
Early bird (\$35)	Yes	Yes
lrestr@uark.edu or at 479-575-7580)	Yes	Yes
lrestr@uark.edu or at 479-575-7580)	Yes	Yes

Regular (\$50)
Fee waiver (those interested must contact Dr. Restrepo at

No
No

No
No

Payment Method

fee waiver

regular

She will pay at the end of the month

Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Bentonville Public School - Invoice	\$	35.00	
Cash	\$	15.00	
Cash	\$	35.00	
Cash	\$	50.00	
Check			Return the check, did
Check #	\$	35.00	
Check # 1033	\$	15.00	
Check # 1057	\$	50.00	
Check # 1119	\$	35.00	Que le de reimbursen
Check # 1328	\$	35.00	
Check # 1343	\$	50.00	
Check # 1727	\$	50.00	Que le de reimbursen
Check # 19139	\$	50.00	Ella tenia fee waiver
Check # 1940	\$	50.00	
Check # 2041	\$	50.00	
Check # 20901	\$	50.00	
Check # 2506	\$	35.00	
Check # 2506	\$	35.00	
Check # 2523	\$	15.00	
Check # 307	\$	15.00	
Check # 3134	\$	50.00	Return or not?
Check # 3233	\$	50.00	
Check # 33118	\$	50.00	
Check # 33118	\$	50.00	
Check # 3732	\$	35.00	
Check # 5891	\$	50.00	
Check # 6016	\$	50.00	
Check # 6432	\$	50.00	
Check # 8118	\$	50.00	
Check # 8203	\$	35.00	
Check # 8599	\$	35.00	
Check # 8833	\$	50.00	
College Project Talent Search – CC#0	\$	35.00	
College Project Talent Search – CC#0	\$	35.00	
Educational Talent Search – CC#0412	\$	35.00	
Educational Talent Search – CC#0412	\$	35.00	
Educational Talent Search – CC#0412	\$	35.00	

[illegible]

Fee Waiver - Panelist		
Affairs		
Affairs		
Fee Waiver - Volunteer		
Fee Waiver - Volunteer		
Fee Waiver - Volunteer		
Fee Waiver - Volunteer		
Fee Waiver - Volunteer		
Fee Waiver - Volunteer		
Fee Waiver - Worker		
Fee Waiver - Worker		
Check # 053552	\$	50.00
HWOA Invoice	\$	50.00
HWOA Invoice	\$	50.00
HWOA Invoice	\$	50.00
HWOA Invoice	\$	15.00
HWOA Invoice	\$	15.00
HWOA Invoice	\$	50.00
Not authorized waiver		
P.O. # for Rogers Public Schools	\$	-
P.O. # for Rogers Public Schools	\$	35.00
Send bill to P.O. Box 642, Dumas, AR	\$	50.00
Invoice	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	35.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	-
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	35.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	-
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
(Mary Bridgforth)	\$	50.00
U of A Educationa Renewal Zone - Co	\$	35.00
University Access Talent Search – CC	\$	35.00
University Access Talent Search – CC	\$	35.00

\$	-
\$	-
\$	3,310.00

School District	Gap Chair	Phone	Email
Clarksville	Sterling Penix		sterling.penix@csdar.org
Gravette	Stephanie Summerford		stephanie.summerford@gravetteschools.net
East Poinsett County	Gary Williams	870-475-2331 ext 1010	gwilliams@mail.epc.k12.ar.us
McCrory	Janet Rudick		rudickj@mccrory.k12.ar.us
Bald Knob	Melissa Gipson	501-724-3273	melissa.gipson@baldknobschools.org
Hamburg	Tracy Streeter		tstreeter@hstdlions.org
Hoxie	Tim Booth		tim.booth@hoxie.nesc.k12.ar.us
Cleveland County	Davy King	870-325-6241	kingd@rison.k12.ar.us
Jonesboro	Leigh Ann Rainey		
Warren	Marilyn Johnson	870-226-6738	
Scranton	Mark Siebenmorgen	479-938-7121	marks@scrantonrockets.net
Pocahontas	Daryl Blaxton		daryl.blaxton@pocahontaspsd.com



**ARKANSAS
DEPARTMENT
OF EDUCATION**

III Annual Bridging the Gap Symposium 2014

June 12 from 8:00am to 3:30pm

Jones Center for Families - 922 E Emma Ave, Springdale, AR 72764

Program Agenda

- Sponsors:** College of Education and Health Professions; Office of Diversity Affairs at the University of Arkansas; La Oficina Latina at the University of Arkansas; Office of Diversity and Inclusion Sam M. Walton College of Business; the Arkansas Commission on Closing the Achievement Gap from the Arkansas Department of Education; and the Office of Admissions
- Audience:** For teachers, parents, school administrators, community members/leaders, University faculty/administration, teacher education majors, organizations, state and local officials, agencies, advocacy teams, ministers, and businesses.
- Goal:** Reach out to different school districts to address and highlight best practices in order to coordinate statewide efforts on effectively closing the academic achievement gap.

Time	Activity	Location
7:00am	Vendors set up	Hall outside the auditorium (Jones Center Chapel)
7:00am to 8:00am	Registration Coffee and Pastries	Table at the entrance of the auditorium In the hall outside the auditorium
8:00am to 8:15am	Welcome to Northwest Arkansas by Dr. Charles Robinson, Vice-Chancellor for Diversity at the University of Arkansas	Jones Center Auditorium (Chapel)
8:16am to 8:30am	Welcome to the symposium by Dr. Dawn Simpson, Chair of the Arkansas Commission on Closing the Achievement Gap	Jones Center Auditorium (Chapel)
8:30am to 8:40am	Dr. Luis Restrepo – Welcome and introduction of Dr. Gary Ritter	Jones Center Auditorium (Chapel)
8:40am to 9:40am	Keynote Speaker: Dr. Gary Ritter, Professor and Endowed Chair in Education Policy	Jones Center Auditorium (Chapel)

	Department of Education Reform, University of Arkansas		
9:45am to 10:45am	Concurrent Panel Session 1: Teaching for the Success of Underserved Students		
Audience	<i>Teachers</i>	<i>Educational Leaders and Policymakers</i>	<i>Parents and Community Leaders</i>
Location	Room 226 – Kansas City	Room 227 - Springdale	Room 228 - Memphis
Panels			
Moderator	Chris Goering Associate Professor of English Education, University of Arkansas	Misty Newcomb Executive Director, Prism Education Center	Diana Gonzales-Worthen Director RISE Project at the University of Arkansas Founder OneCommunity
Panelist 1	Donna Wake Assistant Professor and M.A.T. Program, Coordinator College of Education, University of Central Arkansas	Luke VanDeWalle Chief Academic Officer, KIPP Delta Public Charter Schools	Reagan Durán English PADRES Program, Bonnie Grimes Elementary School
Panelist 2	Jason Endacott Assistant Professor of Social Studies Education, University of Arkansas	Sara Ford Principal, J.O. Kelley Middle School, Springdale School District	Ruth Lora Spanish PADRES Program, Bonnie Grimes Elementary School
Panelist 3	Brandon Flammang High School Teacher, Archer Learning Center	Tamekia Love-Brown Principal, Central Junior High School, Springdale School District	Sarah Beers One Community Liaison, Springdale Family Literacy Program
Panelist 4	Olga Muñoz ESOL Facilitator, Teacher of the Year, Bonnie Grimes Elementary School; Rogers Public Schools District		Julia Crane Marshallese Digital Literacy Class, Monitor Elementary School
10:45am to 11:00am	Short break Panelists can use the Room 222 – Dallas to take breaks, relax, or check emails		

11:00am to 12:00pm Concurrent Panel Session 2: Effective Programs for the Success of Underserved Students			
Audience	<i>Teachers</i>	<i>Educational Leaders and Policymakers</i>	<i>Parents and Community Leaders</i>
Location	Jones Center Auditorium	Room 227 - Springdale	Room 228 - Memphis
Panels			
Moderator	Rachel Cole Senior Managing Director for Teacher Development in Arkansas, Teach for America	Rafael Arciga Assistant Director of Admissions, University of Arkansas	Sherece West-Scantlebury President and CEO, Winthrop Rockefeller Foundation
Panelist 1	Anne Saullo Literacy Facilitator, Grace Hill Elementary, Rogers, AR	Senator Joyce Elliot Chair, ALC-Higher Education Subcommittee, Vision 2025 Legislative Commission on the Future of Higher Education	Angela Webster-Smith Associate Professor, SMLA Department of Leadership Studies, University of Central Arkansas
Panelist 2	Cindy Miramontes Teaching Assistant, J.O. Kelley Middle School Site Teacher, Sin Límites Youth Biliteracy Project, University of Arkansas	Bill Kopsky Executive Director, Arkansas Public Policy Panel	Jerri Derlikowski Policy Advisor, Arkansas Advocates for Children and Families
Panelist 3	Hung Pham Project/Program Specialist Curriculum and Instruction Arkansas Studio Project, University of Arkansas	Michael Poore Superintendent, Bentonville Public Schools	Carlos Amargos Family Liaison, Rogers Public Schools
Panelist 4	Michael Mills Associate Professor, University of Central Arkansas	Scott Shirey Superintendent, KIPP Delta Public Charter Schools	Diana Gonzales-Worthen Director RISE Project at the University of Arkansas Founder OneCommunity
12:05pm to 1:00pm	Lunch		Room 226 Kansas City, Room 227 Springdale, and Room 228 Memphis
1:05pm to 1:15pm	Jeanette Arnhart: Introduction for Mr. Keith Jackson		Jones Center Auditorium (Chapel)
1:15pm to 2:15pm	Keynote Speaker: Mr. Keith Jackson Founder and President of Positive Atmosphere Reaches Kids (P.A.R.K.); Former professional football player; and radio broadcaster for the Arkansas Razorbacks		Jones Center Auditorium (Chapel)

2:20pm to 3:20pm Concurrent Panel Session 3: College and Career Programs for the Success of Underserved Students			
Audience	<i>Teachers</i>	<i>Educational Leaders and Policymakers</i>	<i>Parents and Community Leaders</i>
Location	Room 226 – Kansas City	Room 227 - Springdale	Room 228 - Memphis
Panels			
Moderator	Freddie Bowles Associate Professor of Foreign Language Education, University of Arkansas	Luis Fernando Restrepo Assistant Vice-Chancellor for Diversity Director, La Oficina Latina; University of Arkansas	Kim Davis Director of Education and Workforce Development Northwest Arkansas Council
Panelist 1	Codie Dyas-Ryan Director, LIFE Program at Northwest Arkansas Community College	Dr. Javier Reyes Vice-Provost for Distance Education University of Arkansas	Amy Charpentier KIPP Through College Director KIPP Schools
Panelist 2	John Jones Director of Multicultural Center, University of Arkansas	Kathryn Birkhead, SPHR Director for Diversity and Inclusion at Northwest Arkansas Community College	Cecilia Grossberger-Medina Editor, New Student and Family Programs University of Arkansas
Panelist 3	Taj Cobbs Director, Student Support Services, University of Arkansas	Dawn Simpson Chair of the Arkansas Commission on Closing the Achievement Gap Arkansas Career Training Institute	Erika Gamboa Director, Veterans Resources and Information Center University of Arkansas
3:20pm to 3:30pm	Mirna Ordoñez Sandoval– Closing Remarks		Jones Center auditorium (Chapel)
3:30pm to 4:00pm	Clean-up and tear-down by volunteers		Jones Center auditorium (Chapel) and hall outside the auditorium

Special Instructions

1. All participants for this event should register at: diversity.uark.edu.
2. No food or drinks are allowed inside of the Jones Center Auditorium (Chapel).
3. Lunch will have three different courses for the different dietary needs of the participants.
4. There will be no daycare services at the facility.
5. No tobacco and alcohol on the grounds of the Jones Center.
6. None of the organizers will assume or accept responsibility for damage to or loss of any personal items or articles left in the rooms; please contact Mirna Ordoñez (479-502-6467) if you need to store anything during the event.
7. There will be a screen and projector, microphone, speakers, and computer in each of the rooms. Panelists just need to provide any presentation slides to the moderator before their concurrent sessions.

Members of the Arkansas Commission for Closing the Achievement Gap



Dr. Dawn Tirado Simpson

Arkansas Commission on Closing the Achievement Gap, Chair
Arkansas Career Training Institute (ACTI)
P.O. Box 1358, 105 Reserve
Hot Springs, AR 71902-1358
Phone: 501-701-6274
Term Expiration 2013; Reappointed by Governor Mike Beebe 2/27/09
Dawn.Simpson@arkansas.gov



Jonathan Fulkerson

1910 North 18th Street
Paragould, AR 72450
Phone: 870-762-0127
Term Expiration 2013; Appointed by Governor Mike Beebe 2/27/09
jfulkerson@bps.k12.ar.us



Dr. Jesse Hargrove

Philander Smith College
P.O. Box 30674
Little Rock, AR 72260
Phone: 501-370-5286
Term Expiration 2013; Reappointed by Governor Mike Beebe 2/27/09
jhargrove@philander.edu



Charles Killion

103 Masonville Road
McGhee, AR 71654
Phone: 870-222-5094
Term Expiration 2013; Appointed by Governor Mike Beebe 09/21/12
cjanlv@sbcglobal.net



Dr. Vera Lang Brown

1521 West 17th Street
Pine Bluff, AR 71603
Phone: 870-575-8275
Term Expiration 2016; Appointed by Paul Bookout, President Pro Tempore, 2012
langbrownv@uapb.edu



Dr. Eddie McCoy

2417 Marshall Street
Little Rock, AR 72206
Phone: 501-375-8793
Term Expiration 2012; Appointed by President Pro Tempore of the Senate 2/15/08
ebmccoy@att.net



Dr. Luis Restrepo

2466 Ferguson Avenue
Fayetteville, AR 72703
Phone: 479-575-2951
Term Expiration 2016; Appointed by
Governor Mike Beebe 04/20/2012
lrestr@uark.edu



Kathy Powers

Carl Stuart Middle School
2745 Carl Stuart Road
Conway, AR 72034
Phone: 501-329-2782
Term Expiration 2016; Appointed by
Governor Mike Beebe 11/05/2012
kathy.powers2011@gmail.com



Lillian Williams

Arkansas Department of Higher
Education
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501-371-2038
Ex Officio Designee for Shane Broadway
lillian.Williams@adhe.edu



Shane Broadway

Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201
Phone: 501-371-2030
Ex Officio
shane.broadway@adhe.edu



Brittany Kincaid

Arkansas Department
of Education
Office of Policy and
Special Projects
Four Capitol Mall,
Room 401-A
Little Rock, AR 72201
Phone: 501-682-4251
Ex Officio Designee
for Susan Harriman
brittany.kincaid@
arkansas.gov



Susan Harriman

Arkansas Department of
Education
Office of Policy and
Special Projects
Four Capitol Mall, Room
401-A
Little Rock, AR 72201
Phone: 501-682-4251
Ex Officio Designee for
Tom Kimbrell
susan.harriman@
arkansas.gov



Dr. Tom Kimbrell

Arkansas Department
of Education
Four Capitol Mall,
Room 304-A
Little Rock, AR
72201
Ex Officio
tom.kimbrell@
arkansas.gov

Jones Center Auditorium (Chapel)



Room 226 – Kansas City



Room 227 - Springdale



Room 228 – Memphis

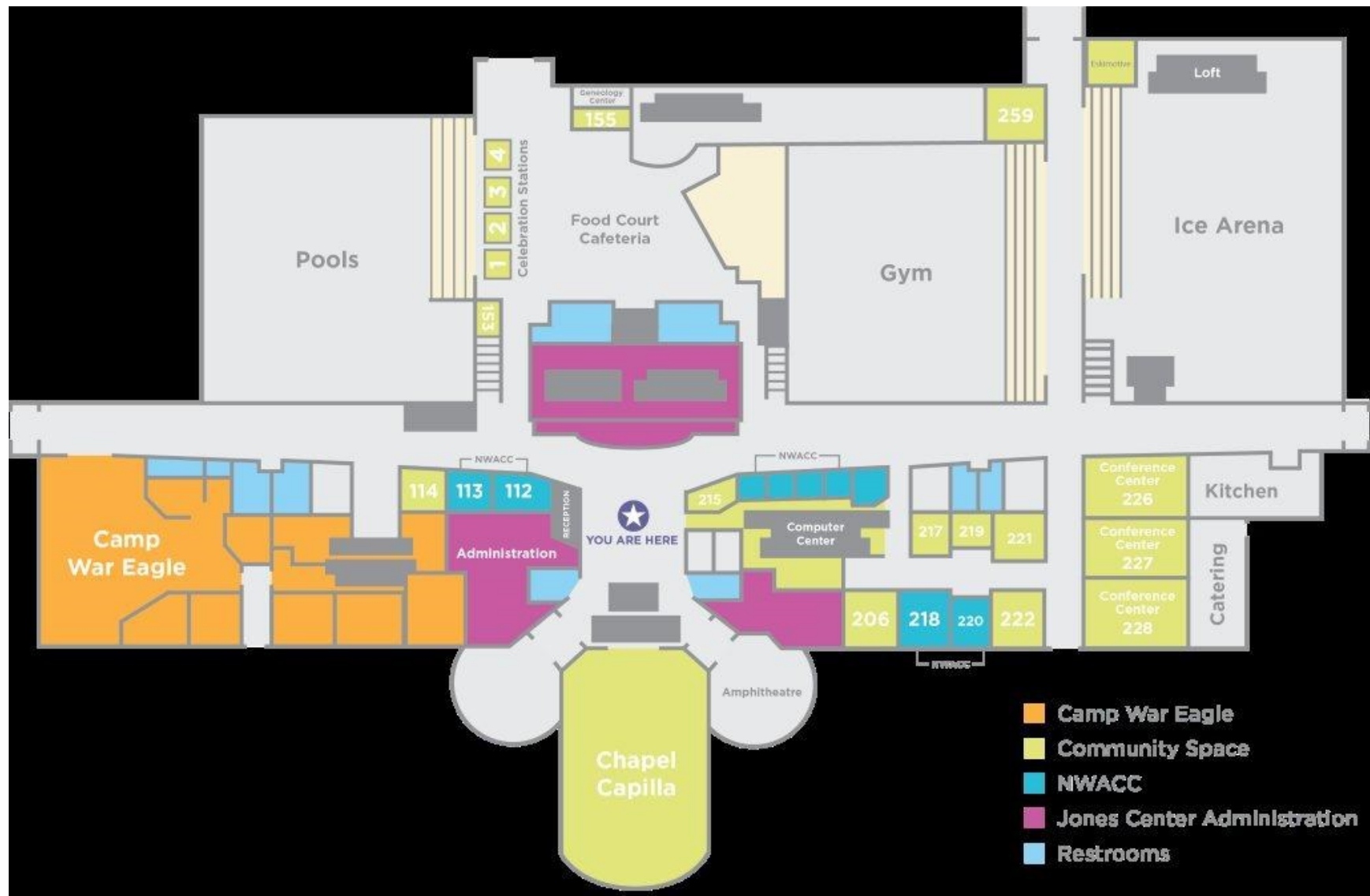


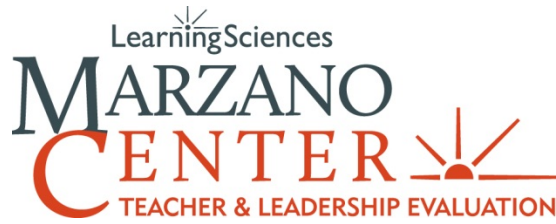
Room 222 – For breaks and storage

Panelists are welcome to use this room to take breaks, check emails, or store any material that they might bring to the symposium. There will be always a person monitoring this room.



Jones Center for Families – Map of the Venue





The Art and Science of Teaching the Common Core State Standards

Author:
Robert J. Marzano

July 2013

Learning Sciences Marzano Center
3001 PGA Boulevard
Palm Beach Gardens, Florida 33410

717.845.6300

MarzanoCenter.com

The Art and Science of Teaching the Common Core State Standards

Robert J. Marzano (July, 2013)

The Art and Science of Teaching (Marzano, 2007) is a research-based framework designed to enhance the pedagogical skills of teachers through self-reflection (Marzano, 2012a) and coaching (Marzano & Simms, 2013a). Additionally, the framework can be used to supervise (Marzano, Frontier, & Livingston, 2011) and evaluate (Marzano & Toth, 2013) teachers in a manner that is focused on teacher development as well as more effective measurement (see Marzano, 2012b). It can also be used to implement the pedagogical shifts implicit in the Common Core State Standards (CCSS). Explicit connections between instructional strategies in the Art and Science of Teaching and the CCSS are described in a number of works (see Marzano & Heflebower, 2012; Marzano, Yanoski, Hoegh, & Simms, 2013; Marzano & Simms, 2013b).

This handout briefly outlines three adaptations that can be made to the Art and Science of Teaching model to align it more specifically with the instructional shifts in the CCSS.

Adaptation 1: Use Seven Elements More Frequently

The Art and Science of Teaching includes 41 elements (i.e., categories of instructional strategies) that are organized into nine broader categories (A through I in Table 1) which themselves are organized into three lesson segments (I. Routine Strategies, II. Content Strategies, and III. Strategies Enacted on the Spot). In the service of the CCSS, seven of the 41 elements in the model should become staples of instruction. These elements are highlighted in Table 1.

Table 1: Elements of the Art and Science of Teaching Model

I. Routine Strategies	
A.	<i>Communicating Learning Goals and Feedback</i>
1.	Providing clear learning goals and scales (rubrics)
2.	Tracking student progress
3.	Celebrating success
B.	<i>Establishing Rules and Procedures</i>
4.	Establishing classroom routines
5.	Organizing the physical layout of the classroom
II. Content Strategies	
C.	<i>Helping Students Interact With New Knowledge</i>

6. Identifying critical information
7. Organizing students to interact with new knowledge
8. Previewing new content
9. Chunking content into “digestible bites”
10. Helping students process new information
11. Helping students elaborate on new information
12. Helping students record and represent knowledge
13. Helping students reflect on their learning

D. Helping Students Practice and Deepen New Knowledge

14. Reviewing content
15. Organizing students to practice and deepen knowledge
16. Using homework
17. Helping students examine similarities and differences
18. Helping students examine errors in reasoning
19. Helping students practice skills, strategies, and processes
20. Helping students revise knowledge

E. Helping Students Generate and Test Hypotheses

21. Organizing students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing
23. Providing resources and guidance

III. Strategies Enacted on the Spot

F. Engaging Students

24. Noticing when students are not engaged
25. Using academic games
26. Managing response rates
27. Using physical movement
28. Maintaining a lively pace
29. Demonstrating intensity and enthusiasm
30. Using friendly controversy
31. Providing opportunities for students to talk about themselves
32. Presenting unusual or intriguing information

G. Recognizing Adherence to Rules and Procedures

33. Demonstrating “withitness”
34. Applying consequences for lack of adherence to rules and procedures

	35. Acknowledging adherence to rules and procedures
<i>H.</i>	<i>Establishing and Maintaining Effective Relationships With Students</i>
	36. Understanding students' interests and backgrounds
	37. Using verbal and nonverbal behaviors that indicate affection for students
	38. Displaying objectivity and control
<i>I.</i>	<i>Communicating High Expectations for All Students</i>
	39. Demonstrating value and respect for low-expectancy students
	40. Asking questions of low-expectancy students
	41. Probing incorrect answers with low-expectancy students

The CCSS require more clarity in the progressions of knowledge being addressed in class, more application of knowledge by students along with more and deeper inferential thinking, and the creation of sound evidence for conclusions and claims. Finally, the CCSS require students to constantly evaluate the validity and accuracy of their thinking and beliefs. The seven elements highlighted in Table 1 are instruments to these ends.

These efforts on the part of the teacher should disclose a clear sequence or progression of facts, details, and lower-order skills to more robust generalizations, principles, and processes. At the end of a lesson, students should be able to describe how the details of the lesson build to support bigger ideas and processes.

- Element 6, *identifying critical information*, articulates the responsibility of the teacher to continually highlight the important information that is being addressed in class.
- Element 11, *helping students elaborate on new information*, describes the requirement that students are continually asked to make inferences about the information addressed in class. Equally important, students are asked to provide evidence and support for their inferences.
- Element 12, *helping students record and represent knowledge*, points to the need for students to create representations of the information and processes with which they are interacting. The CCSS highlight the need to expand the types of representations elicited from students to include mental models, mathematical models, and other more abstract representations of content.
- Element 17, *helping students examine similarities and differences*, is a strategy that can be applied to all types of information and processes to help students create distinctions regarding their defining characteristics.

Students must continually be provided the opportunity and guidance to examine their own reasoning as well as that of others.

- Element 18, *helping students examine errors in reasoning*, is at the core of instructional changes explicit in the CCSS.

- Element 20, *helping students revise knowledge*, refers to the need for students to constantly update their understanding of information and effectiveness at executing processes.
- Element 22, *engaging students in cognitively complex tasks involving hypothesis generation and testing*, might be considered the “centerpiece” strategy of a CCSS classroom. Students are constantly asked to make predictions and provide support for the logic of their predictions. Additionally, they are provided opportunities (some brief and some extended) to test out the efficacy of their predictions.

In summary, in a traditional classroom, Elements 6, 11, 12, 17, 18, 20, and 22 are commonly associated with specific types of lessons. However, in the context of the CCSS, these elements are more frequently deployed in every lesson.

Adaptation 2: Expect More Rigor and Depth Within Each Element

In addition to using the seven elements listed above on a more frequent basis, each of the 41 elements can be modified to produce more rigor and depth of processing on the part of students. These modifications are listed in the third column of Table 2 for each of the 41 elements in the model.

Table 2: Modifications for Rigor and Depth of Processing

I. Routine Segments		
<i>A. Communicating Learning Goals and Feedback</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
1. Providing clear learning goals and scales (rubrics)	The teacher provides or reminds students about a specific learning goal and the scale that accompanies that goal.	Learning goals are more rigorous in nature to reflect the demands of the CCSS. Scales for learning goals include the application of knowledge.
2. Tracking student progress	Using formative assessment, the teacher helps students chart their individual and group progress on a learning goal.	Students are involved in and take some responsibility for providing evidence for their progress on the scale.
3. Celebrating success	The teacher helps students acknowledge and celebrate their current status on learning goals as well as knowledge gain.	Students are involved in and take some responsibility for celebrating their individual status and growth and that of the whole class.
<i>B. Establishing Rules and Procedures</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
4. Establishing and maintaining classroom rules and procedures	The teacher reminds students of a rule or procedure or establishes a new rule or procedure.	Routines focus more on students working individually or in small groups as opposed to whole-class instruction.
5. Organizing the physical layout of the classroom	The teacher organizes materials, traffic patterns, and displays to enhance learning.	The physical layout of the classroom is designed to support long-term projects by individual students and groups of students.
II. Content Strategies		
<i>C. Helping Students Interact With New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
6. Identifying critical information	The teacher provides cues as to which information is important.	The teacher continuously identifies and highlights the information that is critical for students and, by the end of the lesson, these

		efforts portray a clear progression of information that leads to deeper understanding of the content.
7. Organizing students to interact with new knowledge	The teacher organizes students into dyads or triads to discuss small chunks of information.	Students are provided help regarding how to interact in a manner that will help them process new information. Additionally, students are provided guidance regarding how they might focus on one or more of the cognitive or conative skills (see Table 3).
8. Previewing new content	The teacher uses strategies such as KWL (Know, Want to Know, Learned), advance organizers, and preview questions.	The previewing activities allow for students to access and analyze information (i.e., the previewing activities allow for “flipped classroom” activities) as opposed to simply being presented with information.
9. Chunking content into “digestible bites”	The teacher presents content in small portions that are tailored to students’ levels of understanding.	The content is chunked in such a way as to progress to a clear conclusion or “learning progression” about the new information.
10. Helping students process new information	After each chunk of information, the teacher asks students to summarize and clarify what they have experienced.	Group processing of information is focused on students generating conclusions about the new information.
11. Helping students elaborate on new information	The teacher asks questions that require students to make and defend inferences.	The teacher asks questions that not only require students to make inferences about the content but also require them to provide evidence for their inferences.
12. Helping students record and represent knowledge	The teacher asks students to summarize, take notes, or use nonlinguistic representations.	Activities that require students to record and represent knowledge emphasize student creation of a variety of types of models (e.g., mental, mathematical, visual, and linguistic) that organize and summarize the important content.
13. Helping students reflect on their learning	The teacher asks students to reflect on what they understand or what they are still confused about.	Reflection activities include consideration of selected cognitive and conative skills (see Table 3).
<i>D. Helping Students Practice and Deepen New Knowledge</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
14. Reviewing content	The teacher briefly reviews related content addressed previously.	The teacher reviews activities to ensure that students are aware of the “big picture” regarding the content.
15. Organizing	The teacher organizes students into	Students are provided guidance as to how to

students to practice and deepen knowledge	groups designed to deepen their understanding of information or practice skills.	interact in a manner that will help them practice and deepen their knowledge and are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 3).
16. Using homework	The teacher uses homework for independent practice or to elaborate on information.	Homework activities allow students to access and analyze information as opposed to simply being presented with information (i.e., homework activities allow for aspects of a “flipped classroom”).
17. Helping students examine similarities and differences	The teacher engages students in comparing, classifying, and creating analogies and metaphors.	Activities involving comparing, classifying, and creating analogies and metaphors address the “big ideas” and “conclusion” as well as specific details.
18. Helping students examine errors in reasoning	The teacher asks students to examine informal fallacies, propaganda, and bias.	Analysis of errors includes more efficient ways to execute processes as well as examining and critiquing the overall logic of arguments.
19. Practicing skills, strategies, and processes	The teacher engages students in massed and distributed practice.	Practice activities are designed to develop fluency and alternative ways of executing procedures.
20. Helping students revise knowledge	The teacher asks students to revise entries in notebooks to clarify and add to previous information.	Revision of knowledge involves correcting errors and misconceptions as well as adding new information. Additionally, it involves viewing knowledge from different perspectives and identifying alternative ways of executing procedures.
E. Helping Students Generate and Test Hypotheses		
Element	Traditional Classroom	Modifications for More Rigor and Depth
21. Organizing students for cognitively complex tasks	The teacher organizes students into small groups to facilitate cognitively complex tasks.	Students are not only provided with guidance as to how to interact in a manner that will help them generate and test hypotheses but are also provided guidance as to how they might focus on one or more cognitive or conative skills (see Table 3).
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing	The teacher engages students in decision-making tasks, problem-solving tasks, experimental-inquiry tasks, and investigative tasks.	In addition to analyzing the accuracy of original hypotheses, students examine their own thinking and execution of the cognitively complex tasks.

23. Providing resources and guidance	The teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks.	Resources include and emphasize the effective use of technology in the context of cognitively complex tasks.
III. Strategies Enacted on the Spot		
<i>F. Engaging Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
24. Noticing when students are not engaged	The teacher scans the classroom to monitor students' levels of engagement.	In addition to monitoring for student attention, the teacher monitors for cognitive engagement (i.e., students' interest in the content).
25. Using academic games	When students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content.	Academic games focus on important concepts, generalizations, and principles as opposed to lower-level information.
26. Managing response rates	The teacher uses strategies such as response cards, response chaining, and voting technologies to ensure that multiple students respond to questions.	In addition to ensuring that all students respond, the teacher ensures that student responses are backed up by evidence.
27. Using physical movement	The teacher uses strategies that require students to move physically, such as <i>vote with your feet</i> and physical reenactments of content.	Frequent movement is facilitated by students leaving their desks to gather information, confer with others, use specific types of technology, etc.
28. Maintaining a lively pace	The teacher slows and quickens the pace of instruction in such a way as to enhance engagement.	Students are provided with adequate time to gather information, confer with others, use specific types of technology, etc.
29. Demonstrating intensity and enthusiasm	The teacher uses verbal and nonverbal signals to show that he or she is enthusiastic about the content.	The teacher demonstrates enthusiasm by sharing a deep level of knowledge of the content.
30. Using friendly controversy	The teacher use techniques that require students to take and defend a position about content.	Friendly controversy activities require students to provide evidence for their positions and address the sources of their evidence.
31. Providing opportunities for students to talk about themselves	The teacher uses techniques that allow students to relate content to their personal lives and interests.	Students are asked to relate the use of specific cognitive and conative skills (see Table 3) to their daily lives.

32. Presenting unusual or intriguing information	The teacher provides or encourages the identification of intriguing information about the content.	The unusual information demonstrates in-depth knowledge of the content.
<i>G. Recognizing Adherence to Rules and Procedures</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
33. Demonstrating "withitness"	The teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately.	In addition to awareness of behavioral issues, the teacher senses confusion about or lack of interest in the content and intervenes appropriately.
34. Applying consequences for lack of adherence to rules and procedures	The teacher applies consequences for lack of adherence to rules and procedures consistently and fairly.	The teacher links lack of adherence to rules and procedures to self-regulation strategies students might use.
35. Acknowledging adherence to rules and procedures	The teacher acknowledges adherence to rules and procedures consistently and fairly.	The teacher acknowledges adherence to rules and procedures and links such adherence to specific self-regulation strategies students have used.
<i>H. Establishing and Maintaining Effective Relationships With Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
36. Understanding students' interests and backgrounds	The teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students.	The teacher relates content-specific knowledge to personal aspects of students' lives.
37. Using verbal and nonverbal behaviors that indicate affection for students	The teacher uses humor and friendly banter appropriately with students.	The teacher demonstrates and fosters respect for students' thinking.
38. Displaying objectivity and control	The teacher behaves in ways that indicate he or she does not take infractions personally.	The teacher demonstrates a commitment to academic rigor.

<i>I. Communicating High Expectations for All Students</i>		
Element	Traditional Classroom	Modifications for More Rigor and Depth
39. Demonstrating value and respect for low-expectancy students	The teacher demonstrates the same positive, affective tone with low-expectancy students as with high-expectancy students.	The teacher exhibits respect for and understanding of low-expectancy students' thinking regarding the content.
40. Asking questions of low-expectancy students	The teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students.	The teacher asks questions that require conclusions from low-expectancy students.
41. Probing incorrect answers with low-expectancy students	The teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students.	The teacher asks low-expectancy students to provide evidence for their conclusions and examine the sources of their evidence.

Adaptation 3: Directly Teach and Foster Specific Mental Skills and Processes

A third adaptation implied by the CCSS is that specific mental skills and processes are directly taught to students and fostered in the context of regular classroom instruction. These skills are implicit in the Standards for Mathematical Practice and in the College and Career Readiness anchor standards. They can be categorized into two broad categories referred to as cognitive and conative skills (Marzano & Heflebower, 2012; Marzano, Yanoski, Hoegh, & Simms, 2013) and are listed in Table 3. Cognitive skills are those that people use to analyze and process information effectively. Conative skills are those people use to combine what they know with how they feel to better function in society. Those skills that are explicit to the Art and Science of Teaching model have an asterisk next to them in Table 3. Those that are not already explicit in the Art and Science of Teaching model are shaded in Table 3.

Table 3: Cognitive and Conative Skills Implicit in the Standards for Mathematics Practice and the College and Career Readiness Anchor Standards

Cognitive Skills	Conative Skills
*Generating conclusions involves combining known information to form new ideas.	Becoming aware of the power of interpretation involves becoming aware that one's thoughts, feelings, beliefs, and actions are influenced by how one interprets situations.
*Identifying common logical errors involves analyzing information to determine how true it is.	Cultivating a growth mindset involves building the belief that each person can increase his or her intelligence and abilities.
*Presenting and supporting claims involves providing evidence to support a new idea.	Cultivating resiliency involves developing the ability to overcome failure, challenge, or adversity.
Navigating digital sources involves using electronic resources to find credible and relevant information.	Avoiding negative thinking involves preventing one's emotions from dictating one's thoughts and actions.
*Problem solving involves accomplishing a goal in spite of obstacles or limiting conditions.	Taking various perspectives involves identifying the reasoning behind multiple (and often conflicting) perspectives on an issue.
*Decision-making involves using criteria to select among alternatives that initially appear to be equal.	Interacting responsibly involves being accountable for the outcome of an interaction.
*Experimenting is the process of generating and testing explanations of observed phenomena.	Handling controversy and conflict resolution involves reacting positively to controversy or conflict.
*Investigating involves identifying confusions or contradictions about ideas or events and suggesting ways to resolve those confusions or contradictions.	

*Identifying basic relationships between ideas involves consciously analyzing how one idea relates to others.	
Generating and manipulating mental images involves creating a picture of information in one's mind in order to process it more deeply.	

While the Art and Science of Teaching model explicitly includes all but two of the cognitive skills, it does not explicitly include the conative skills. One adaptation to the Art and Science of Teaching model is to explicitly teach students the procedures necessary to execute the cognitive skills and processes that are already explicit in the model, as opposed to having students simply use these skills and processes. That is, instead of simply providing activities that require students to present and support claims (a cognitive skill explicit in the Art and Science of Teaching), the teacher would also instruct students on a procedure for presenting and supporting claims. For those cognitive and conative skills and processes not explicit in the model, the teacher would have to explicitly teach the skills and processes as well as find places where they naturally fit. The third column in Table 2 identifies where those non-explicit cognitive and conative skills might be placed.

For more information about The Art and Science of Teaching Common Core State Standards and aligned school leader and district leader evaluation models, please visit MarzanoCenter.com or call 1.877.411.7114.

References

- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (with Boogren, T., Heflebower, T., Kanold-McIntyre, J., & Pickering, D.). (2012a). *Becoming a reflective teacher*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R. J. (2012b). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14–19.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., & Heflebower, T. (2012). *Teaching and assessing 21st century skills*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R. J., & Simms, J. A. (with Roy, T., Heflebower, T., & Warrick, P.). (2013a). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R. J., & Simms, J. A. (2013b). *Vocabulary for the Common Core*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R. J., & Toth, M. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Yanoski, D. C., Hoegh, J. K., & Simms, J. A. (with Heflebower, T., & Warrick, P.). (2013). *Using Common Core standards to enhance classroom instruction and assessment*. Bloomington, IN: Marzano Research Laboratory.

REMEDIATION REPORT (3-YEAR SUMMARY)

ALL STUDENTS

Fiscal Year 2010-11 through 2012-13

Institution	Total Revenue			Total Expenditure		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
ASUJ	\$ 2,239,121	\$ 1,191,707	\$ 1,155,250	\$ 1,755,589	\$ 1,246,026	\$ 1,603,410
ATU	\$ 1,843,265	\$ 1,899,929	\$ 1,865,485	\$ 1,387,821	\$ 1,467,163	\$ 1,425,875
HSU	\$ 527,299	\$ 599,385	\$ 597,717	\$ 801,062	\$ 583,815	\$ 585,299
SAUM	\$ 1,066,666	\$ 960,315	\$ 770,339	\$ 1,244,390	\$ 1,087,993	\$ 924,185
UAF	\$ 307,136	\$ 258,125	\$ 258,779	\$ 627,419	\$ 473,708	\$ 390,677
UAFS	\$ 1,834,331	\$ 1,495,208	\$ 1,645,296	\$ 2,895,047	\$ 2,494,947	\$ 2,628,838
UALR	\$ 1,159,001	\$ 1,239,891	\$ 1,274,238	\$ 1,599,617	\$ 1,603,172	\$ 1,325,567
UAM	\$ 929,581	\$ 983,917	\$ 1,071,822	\$ 1,157,997	\$ 1,142,680	\$ 1,142,782
UAPB	\$ 1,556,274	\$ 1,257,315	\$ 1,104,799	\$ 2,841,450	\$ 2,355,356	\$ 1,916,991
UCA	\$ 982,707	\$ 952,292	\$ 1,446,359	\$ 1,430,729	\$ 1,264,980	\$ 1,593,844
Sub Total	\$ 12,445,380	\$ 10,838,084	\$ 11,190,083	\$ 15,741,121	\$ 13,719,839	\$ 13,537,469
ANC	\$ 272,953	\$ 383,133	\$ 259,725	\$ 1,502,215	\$ 1,847,421	\$ 1,370,014
ASUB	\$ 675,000	\$ 730,240	\$ 695,857	\$ 1,475,383	\$ 1,282,413	\$ 1,207,878
ASUMH	\$ 236,565	\$ 273,625	\$ 288,796	\$ 611,288	\$ 606,272	\$ 603,346
ASUN	\$ 90,525	\$ 119,610	\$ 170,240	\$ 279,672	\$ 375,481	\$ 566,656
BRTC	\$ 695,934	\$ 662,478	\$ 590,271	\$ 1,413,170	\$ 1,427,151	\$ 1,093,755
CCCUA	\$ 148,682	\$ 152,536	\$ 138,809	\$ 741,241	\$ 707,886	\$ 654,123
CoTO	\$ 247,485	\$ 200,399	\$ 183,967	\$ 977,735	\$ 904,629	\$ 911,328
EACC	\$ 163,831	\$ 407,933	\$ 362,771	\$ 567,129	\$ 1,159,858	\$ 1,039,173
MSCC	\$ 783,653	\$ 734,326	\$ 701,077	\$ 2,830,633	\$ 2,719,063	\$ 2,491,626
NAC	\$ 388,096	\$ 336,402	\$ 204,692	\$ 1,532,632	\$ 1,564,224	\$ 923,470
NPCC	\$ 851,606	\$ 969,892	\$ 422,389	\$ 1,685,298	\$ 1,744,607	\$ 869,570
NWACC	\$ 1,593,273	\$ 1,712,532	\$ 1,754,299	\$ 3,690,986	\$ 3,483,522	\$ 3,495,971
OZC	\$ 364,221	\$ 345,525	\$ 234,335	\$ 929,520	\$ 860,879	\$ 552,985
PCCUA	\$ 646,643	\$ 605,395	\$ 395,178	\$ 2,886,560	\$ 2,420,158	\$ 1,939,950
PTC	\$ 3,605,762	\$ 4,018,934	\$ 4,074,849	\$ 5,339,958	\$ 5,187,114	\$ 5,748,516
RMCC	\$ 175,842	\$ 155,942	\$ 133,755	\$ 734,038	\$ 563,684	\$ 469,077
SACC	\$ 634,439	\$ 512,594	\$ 372,034	\$ 1,539,518	\$ 1,277,923	\$ 1,036,304
SAUT	\$ 359,046	\$ 406,824	\$ 289,339	\$ 773,833	\$ 759,111	\$ 602,313
SEAC	\$ 794,808	\$ 722,074	\$ 579,258	\$ 1,588,390	\$ 1,162,894	\$ 1,332,863
UACCB	\$ 451,677	\$ 457,410	\$ 271,971	\$ 902,126	\$ 836,686	\$ 703,802
UACCH	\$ 222,956	\$ 257,651	\$ 367,366	\$ 787,695	\$ 808,097	\$ 1,026,935
UACCM	\$ 731,542	\$ 639,868	\$ 504,240	\$ 1,307,624	\$ 1,253,741	\$ 1,019,254
Sub Total	\$ 14,134,538	\$ 14,805,322	\$ 12,995,219	\$ 34,096,645	\$ 32,952,814	\$ 29,658,908
Grand Total	\$ 26,579,919	\$ 25,643,406	\$ 24,185,302	\$ 49,837,766	\$ 46,672,653	\$ 43,196,377

ANNUAL REMEDIATION REPORT
ALL STUDENTS
Fiscal Year 2012-13

Institution	Total Revenue	Direct Expenditures	Indirect Expenditures	Total Expenditure	General Revenue Subsidy	Gen. Rev. % of Total Exp.
ASUJ	\$ 1,155,250	\$ 865,860	\$ 737,550	\$ 1,603,410	\$448,161	27.95%
ATU	\$ 1,865,485	\$ 483,766	\$ 942,109	\$ 1,425,875	-\$439,610	-30.83%
HSU	\$ 597,717	\$ 212,036	\$ 373,263	\$ 585,299	-\$12,418	-2.12%
SAUM	\$ 770,339	\$ 393,825	\$ 530,360	\$ 924,185	\$153,846	16.65%
UAF	\$ 258,779	\$ 136,556	\$ 254,122	\$ 390,677	\$131,898	33.76%
UAFS	\$ 1,645,296	\$ 1,319,039	\$ 1,309,799	\$ 2,628,838	\$983,542	37.41%
UALR	\$ 1,274,238	\$ 284,513	\$ 1,041,054	\$ 1,325,567	\$51,329	3.87%
UAM	\$ 1,071,822	\$ 475,239	\$ 667,543	\$ 1,142,782	\$70,960	6.21%
UAPB	\$ 1,104,799	\$ 563,632	\$ 1,353,359	\$ 1,916,991	\$812,193	42.37%
UCA	\$ 1,446,359	\$ 855,848	\$ 737,996	\$ 1,593,844	\$147,485	9.25%
Sub Total	\$ 11,190,083	\$ 5,590,313	\$ 7,947,156	\$ 13,537,469	\$2,347,386	17.34%
ANC	\$ 259,725	\$ 819,860	\$ 550,154	\$ 1,370,014	\$1,110,289	81.04%
ASUB	\$ 695,857	\$ 593,541	\$ 614,337	\$ 1,207,878	\$512,021	42.39%
ASUMH	\$ 288,796	\$ 232,887	\$ 370,459	\$ 603,346	\$314,550	52.13%
ASUN	\$ 170,240	\$ 245,291	\$ 321,366	\$ 566,656	\$396,416	69.96%
BRTC	\$ 590,271	\$ 549,799	\$ 543,956	\$ 1,093,755	\$503,484	46.03%
CCCUA	\$ 138,809	\$ 309,682	\$ 344,441	\$ 654,123	\$515,314	78.78%
CoTO	\$ 183,967	\$ 661,902	\$ 249,426	\$ 911,328	\$727,361	79.81%
EACC	\$ 362,771	\$ 293,901	\$ 745,273	\$ 1,039,173	\$676,402	65.09%
MSCC	\$ 701,077	\$ 633,265	\$ 1,858,362	\$ 2,491,626	\$1,790,549	71.86%
NAC	\$ 204,692	\$ 405,134	\$ 518,336	\$ 923,470	\$718,778	77.83%
NPCC	\$ 422,389	\$ 478,343	\$ 391,227	\$ 869,570	\$447,181	51.43%
NWACC	\$ 1,754,299	\$ 1,556,302	\$ 1,939,668	\$ 3,495,971	\$1,741,672	49.82%
OZC	\$ 234,335	\$ 297,492	\$ 255,493	\$ 552,985	\$318,650	57.62%
PCCUA	\$ 395,178	\$ 655,775	\$ 1,284,175	\$ 1,939,950	\$1,544,771	79.63%
PTC	\$ 4,074,849	\$ 2,415,054	\$ 3,333,463	\$ 5,748,516	\$1,673,667	29.11%
RMCC	\$ 133,755	\$ 202,666	\$ 266,411	\$ 469,077	\$335,322	71.49%
SACC	\$ 372,034	\$ 448,583	\$ 587,721	\$ 1,036,304	\$664,270	64.10%
SAUT	\$ 289,339	\$ 282,499	\$ 319,814	\$ 602,313	\$312,974	51.96%
SEAC	\$ 579,258	\$ 370,501	\$ 962,362	\$ 1,332,863	\$753,605	56.54%
UACCB	\$ 271,971	\$ 218,205	\$ 485,597	\$ 703,802	\$431,831	61.36%
UACCH	\$ 367,366	\$ 389,600	\$ 637,336	\$ 1,026,935	\$659,569	64.23%
UACCM	\$ 504,240	\$ 443,719	\$ 575,535	\$ 1,019,254	\$515,014	50.53%
Sub Total	\$ 12,995,219	\$ 12,504,001	\$ 17,154,908	\$ 29,658,908	\$16,663,689	56.18%
Grand Total	\$ 24,185,302	\$ 18,094,313	\$ 25,102,064	\$ 43,196,377	\$19,011,075	44.01%

**ANNUAL REMEDIATION REPORT
FIRST TIME ENTERING FRESHMAN
Fiscal Year 2012-13**

Institution	Total Revenue	Direct Expenditures	Indirect Expenditures	Total Expenditure	General Revenue Subsidy	Gen. Rev. % of Total Exp.
ASUJ	\$ 513,070	\$ 384,546	\$ 327,561	\$ 712,107	\$199,037	27.95%
ATU	\$ 661,072	\$ 171,432	\$ 333,855	\$ 505,287	-\$155,785	-30.83%
HSU	\$ 393,089	\$ 139,445	\$ 245,477	\$ 384,922	-\$8,167	-2.12%
SAUM	\$ 309,661	\$ 158,310	\$ 213,194	\$ 371,504	\$61,843	16.65%
UAF	\$ 101,579	\$ 53,602	\$ 99,750	\$ 153,352	\$51,774	33.76%
UAFS	\$ 519,321	\$ 416,341	\$ 413,425	\$ 829,766	\$310,445	37.41%
UALR	\$ 335,367	\$ 74,881	\$ 273,995	\$ 348,876	\$13,509	3.87%
UAM	\$ 373,165	\$ 165,459	\$ 232,412	\$ 397,871	\$24,706	6.21%
UAPB	\$ 529,254	\$ 270,008	\$ 648,327	\$ 918,335	\$389,081	42.37%
UCA	\$ 768,393	\$ 454,678	\$ 392,068	\$ 846,746	\$78,353	9.25%
Sub Total	\$ 4,503,969	\$ 2,288,702	\$ 3,180,064	\$ 5,468,766	\$964,797	17.64%
ANC	\$ 76,310	\$ 240,883	\$ 161,641	\$ 402,524	\$326,214	81.04%
ASUB	\$ 198,869	\$ 169,628	\$ 175,571	\$ 345,199	\$146,330	42.39%
ASUMH	\$ 74,403	\$ 59,999	\$ 95,441	\$ 155,440	\$81,037	52.13%
ASUN	\$ 51,016	\$ 73,506	\$ 96,304	\$ 169,810	\$118,794	69.96%
BRTC	\$ 125,179	\$ 116,596	\$ 115,357	\$ 231,953	\$106,774	46.03%
CCCUA	\$ 37,968	\$ 84,707	\$ 94,215	\$ 178,922	\$140,954	78.78%
CoTO	\$ 49,609	\$ 178,488	\$ 67,260	\$ 245,749	\$196,140	79.81%
EACC	\$ 127,220	\$ 103,068	\$ 261,360	\$ 364,428	\$237,208	65.09%
MSCC	\$ 183,563	\$ 165,808	\$ 486,575	\$ 652,383	\$468,820	71.86%
NAC	\$ 59,203	\$ 117,177	\$ 149,918	\$ 267,095	\$207,892	77.83%
NPCC	\$ 81,542	\$ 92,344	\$ 75,526	\$ 167,870	\$86,328	51.43%
NWACC	\$ 383,841	\$ 340,519	\$ 424,399	\$ 764,918	\$381,078	49.82%
OZC	\$ 41,302	\$ 52,433	\$ 45,031	\$ 97,464	\$56,162	57.62%
PCCUA	\$ 142,320	\$ 236,171	\$ 462,483	\$ 698,653	\$556,334	79.63%
PTC	\$ 646,149	\$ 382,955	\$ 528,587	\$ 911,542	\$265,393	29.11%
RMCC	\$ 43,640	\$ 66,124	\$ 86,922	\$ 153,046	\$109,406	71.49%
SACC	\$ 80,385	\$ 96,925	\$ 126,989	\$ 223,914	\$143,529	64.10%
SAUT	\$ 67,358	\$ 65,766	\$ 74,453	\$ 140,218	\$72,860	51.96%
SEAC	\$ 167,875	\$ 107,375	\$ 278,902	\$ 386,277	\$218,402	56.54%
UACCB	\$ 76,174	\$ 61,115	\$ 136,006	\$ 197,121	\$120,947	61.36%
UACCH	\$ 98,653	\$ 104,623	\$ 171,150	\$ 275,773	\$177,121	64.23%
UACCM	\$ 163,182	\$ 143,596	\$ 186,255	\$ 329,851	\$166,669	50.53%
Sub Total	\$ 2,975,759	\$ 3,059,807	\$ 4,300,344	\$ 7,360,151	\$4,790,478	65.09%
Grand Total	\$ 7,479,728	\$ 5,348,509	\$ 7,480,408	\$ 12,828,916	\$5,755,275	44.86%

First time entering freshman are defined as students who enroll in a state-supported institution of higher education within two years of graduation from a secondary school.

ANNUAL REMEDIATION REPORT
ADULT STUDENTS
Fiscal Year 2012-13

Institution	Total Revenue	Direct Expenditures	Indirect Expenditures	Total Expenditure	General Revenue Subsidy	Gen. Rev. % of Total Exp.
ASUJ	\$ 165,940	\$ 124,372	\$ 105,942	\$ 230,314	\$64,374	27.95%
ATU	\$ 438,464	\$ 113,704	\$ 221,433	\$ 335,138	-\$103,326	-30.83%
HSU	\$ 41,488	\$ 14,717	\$ 25,908	\$ 40,626	-\$862	-2.12%
SAUM	\$ 86,232	\$ 44,085	\$ 59,369	\$ 103,453	\$17,222	16.65%
UAF	\$ 50,366	\$ 26,578	\$ 49,460	\$ 76,037	\$25,671	33.76%
UAFS	\$ 523,665	\$ 419,824	\$ 416,883	\$ 836,707	\$313,042	37.41%
UALR	\$ 327,900	\$ 73,214	\$ 267,894	\$ 341,108	\$13,209	3.87%
UAM	\$ 296,648	\$ 131,532	\$ 184,756	\$ 316,288	\$19,640	6.21%
UAPB	\$ 45,595	\$ 23,261	\$ 55,853	\$ 79,114	\$33,519	42.37%
UCA	\$ 125,139	\$ 74,048	\$ 63,851	\$ 137,899	\$12,760	9.25%
Sub Total	\$ 2,101,436	\$ 1,045,335	\$ 1,451,349	\$ 2,496,684	\$395,248	15.83%
ANC	\$ 57,836	\$ 182,566	\$ 122,508	\$ 305,075	\$247,239	81.04%
ASUB	\$ 196,413	\$ 167,533	\$ 173,403	\$ 340,936	\$144,523	42.39%
ASUMH	\$ 117,502	\$ 94,755	\$ 150,729	\$ 245,483	\$127,981	52.13%
ASUN	\$ 60,611	\$ 87,331	\$ 114,416	\$ 201,747	\$141,136	69.96%
BRTC	\$ 247,566	\$ 230,591	\$ 228,140	\$ 458,732	\$211,166	46.03%
CCCUA	\$ 47,563	\$ 106,113	\$ 118,023	\$ 224,135	\$176,572	78.78%
CoTO	\$ 79,091	\$ 284,565	\$ 107,233	\$ 391,798	\$312,707	79.81%
EACC	\$ 87,667	\$ 71,024	\$ 180,103	\$ 251,127	\$163,459	65.09%
MSCC	\$ 231,608	\$ 209,205	\$ 613,928	\$ 823,134	\$591,526	71.86%
NAC	\$ 50,516	\$ 99,983	\$ 127,920	\$ 227,903	\$177,387	77.83%
NPCC	\$ 190,312	\$ 215,522	\$ 176,271	\$ 391,793	\$201,482	51.43%
NWACC	\$ 658,722	\$ 584,376	\$ 728,326	\$ 1,312,702	\$653,980	49.82%
OZC	\$ 121,095	\$ 153,732	\$ 132,028	\$ 285,760	\$164,665	57.62%
PCCUA	\$ 96,558	\$ 160,232	\$ 313,775	\$ 474,007	\$377,449	79.63%
PTC	\$ 1,988,037	\$ 1,178,256	\$ 1,626,330	\$ 2,804,586	\$816,549	29.11%
RMCC	\$ 44,375	\$ 67,237	\$ 88,384	\$ 155,621	\$111,246	71.49%
SACC	\$ 135,413	\$ 163,275	\$ 213,919	\$ 377,194	\$241,781	64.10%
SAUT	\$ 101,248	\$ 98,855	\$ 111,913	\$ 210,767	\$109,519	51.96%
SEAC	\$ 226,548	\$ 144,903	\$ 376,380	\$ 521,283	\$294,735	56.54%
UACCB	\$ 95,282	\$ 76,446	\$ 170,124	\$ 246,570	\$151,288	61.36%
UACCH	\$ 133,989	\$ 142,099	\$ 232,455	\$ 374,554	\$240,565	64.23%
UACCM	\$ 122,964	\$ 108,205	\$ 140,350	\$ 248,555	\$125,591	50.53%
Sub Total	\$ 5,090,915	\$ 4,626,804	\$ 6,246,658	\$ 10,873,462	\$5,782,547	53.18%
Grand Total	\$ 7,192,350	\$ 5,672,139	\$ 7,698,007	\$ 13,370,146	\$6,177,796	46.21%

Adult students are defined as students that are 25 years or older.

ANNUAL REMEDIATION REPORT
ALL OTHER STUDENTS
Fiscal Year 2012-13

Institution	Total Revenue	Direct Expenditures	Indirect Expenditures	Total Expenditure	General Revenue Subsidy	Gen. Rev. % of Total Exp.
ASUJ	\$ 476,252	\$ 356,951	\$ 304,055	\$ 661,006	\$184,754	27.95%
ATU	\$ 765,949	\$ 198,629	\$ 386,821	\$ 585,450	-\$180,499	-30.83%
HSU	\$ 163,141	\$ 57,873	\$ 101,879	\$ 159,752	-\$3,389	-2.12%
SAUM	\$ 374,454	\$ 191,434	\$ 257,803	\$ 449,237	\$74,783	16.65%
UAF	\$ 106,834	\$ 56,376	\$ 104,912	\$ 161,287	\$54,453	33.76%
UAFS	\$ 602,310	\$ 482,874	\$ 479,491	\$ 962,365	\$360,055	37.41%
UALR	\$ 610,972	\$ 136,418	\$ 499,165	\$ 635,583	\$24,611	3.87%
UAM	\$ 402,008	\$ 178,248	\$ 250,375	\$ 428,623	\$26,615	6.21%
UAPB	\$ 529,950	\$ 270,363	\$ 649,179	\$ 919,542	\$389,593	42.37%
UCA	\$ 552,827	\$ 327,122	\$ 282,077	\$ 609,199	\$56,372	9.25%
Sub Total	\$ 4,584,697	\$ 2,256,288	\$ 3,315,756	\$ 5,572,044	\$987,347	17.72%
ANC	\$ 125,580	\$ 396,410	\$ 266,005	\$ 662,415	\$536,836	81.04%
ASUB	\$ 300,575	\$ 256,380	\$ 265,363	\$ 521,743	\$221,167	42.39%
ASUMH	\$ 96,891	\$ 78,134	\$ 124,289	\$ 202,422	\$105,531	52.13%
ASUN	\$ 58,615	\$ 84,456	\$ 110,649	\$ 195,105	\$136,490	69.96%
BRTC	\$ 217,527	\$ 202,612	\$ 200,459	\$ 403,071	\$185,544	46.03%
CCCUA	\$ 53,278	\$ 118,862	\$ 132,203	\$ 251,066	\$197,788	78.78%
CoTO	\$ 55,265	\$ 198,842	\$ 74,930	\$ 273,772	\$218,506	79.81%
EACC	\$ 147,884	\$ 119,809	\$ 303,810	\$ 423,619	\$275,735	65.09%
MSCC	\$ 285,906	\$ 258,252	\$ 757,859	\$ 1,016,110	\$730,204	71.86%
NAC	\$ 94,973	\$ 187,974	\$ 240,497	\$ 428,472	\$333,499	77.83%
NPCC	\$ 150,540	\$ 170,481	\$ 139,433	\$ 309,915	\$159,375	51.43%
NWACC	\$ 711,736	\$ 631,407	\$ 786,943	\$ 1,418,350	\$706,614	49.82%
OZC	\$ 71,938	\$ 91,327	\$ 78,434	\$ 169,761	\$97,822	57.62%
PCCUA	\$ 156,301	\$ 259,372	\$ 507,917	\$ 767,289	\$610,988	79.63%
PTC	\$ 1,440,663	\$ 853,842	\$ 1,178,546	\$ 2,032,388	\$591,725	29.11%
RMCC	\$ 45,739	\$ 69,304	\$ 91,102	\$ 160,406	\$114,667	71.49%
SACC	\$ 156,236	\$ 188,383	\$ 246,813	\$ 435,196	\$278,960	64.10%
SAUT	\$ 120,735	\$ 117,881	\$ 133,452	\$ 251,333	\$130,598	51.96%
SEAC	\$ 184,835	\$ 118,223	\$ 307,080	\$ 425,303	\$240,468	56.54%
UACCB	\$ 100,518	\$ 80,647	\$ 179,472	\$ 260,118	\$159,600	61.36%
UACCH	\$ 134,724	\$ 142,878	\$ 233,730	\$ 376,608	\$241,884	64.23%
UACCM	\$ 218,099	\$ 191,922	\$ 248,936	\$ 440,858	\$222,759	50.53%
Sub Total	\$ 4,928,559	\$ 4,817,398	\$ 6,607,922	\$ 11,425,319	\$6,496,760	56.86%
Grand Total	\$ 9,513,256	\$ 7,073,686	\$ 9,923,678	\$ 16,997,364	\$8,839,320	52.00%

2011-2013 Three Year Proficiency for Arkansas Schools (49.5% or less)

District Number	District Name	School Number	School Name	Percent Proficient	Priority or Focus
7401000	AUGUSTA SCHOOL DISTRICT	7401003	AUGUSTA HIGH SCHOOL	43.428%	Priority
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL NEW TECH	47.744%	Focus
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	46.965%	Priority
3502000	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	28.481%	Priority
2002000	FORDYCE SCHOOL DISTRICT	2002007	FORDYCE HIGH SCHOOL	43.640%	Focus
6201000	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	44.728%	Priority
6201000	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	46.154%	Priority
6201000	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	47.519%	Focus
5403000	HELENA/ W.HELENA SCHOOL DIST.	5403019	CENTRAL HIGH SCHOOL	43.625%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	48.251%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	41.470%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	40.642%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	46.049%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	43.304%	Priority
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	40.748%	Priority
5404000	MARVELL-ELAINE SCHOOL DISTRICT	5404032	MARVELL-ELAINE HIGH SCHOOL	48.974%	
4713000	OSCEOLA SCHOOL DISTRICT	4713051	OSCEOLA HIGH SCHOOL	47.043%	Priority
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	48.302%	Priority
3505000	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	46.429%	Priority
3505000	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	37.380%	Priority
6003000	PULASKI CO. SPEC. SCHOOL DIST.	6003102	HARRIS ELEMENTARY SCHOOL	48.790%	Priority
6003000	PULASKI CO. SPEC. SCHOOL DIST.	6003123	JACKSONVILLE HIGH SCHOOL	46.877%	Priority
6003000	PULASKI CO. SPEC. SCHOOL DIST.	6003125	WILBUR D. MILLS HIGH SCHOOL	45.017%	Priority
5206000	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	44.603%	Priority
7009000	STRONG-HUTTIG SCHOOL DISTRICT	7009049	STRONG HIGH SCHOOL	41.667%	Priority
3509000	WATSON CHAPEL SCHOOL DISTRICT	3509067	WATSON CHAPEL HIGH SCHOOL	47.109%	Focus

Academic Distressed Schools have percent proficient and advanced of 49.5 or less using the following calculation:

(number of students proficient or advanced for math in the last three years) plus

(number of students proficient or advanced for literacy in the last three years) divided by

(the number of math tests in the last three years plus the number of literacy tests in the last three years).

The State Board of Education classified 26 schools as being in Academic Distress.



III Annual Bridging the Gap Symposium

June 12, 2014

8:00am to 3:00pm

Jones Center for Families

922 E Emma Ave, Springdale, AR 72764

This is a professional development symposium to address and coordinate statewide best practices on effectively closing the academic achievement gap.

The symposium brings together educators, school and community leaders, and legislators that are truly committed to offer the best possible education to all students in Arkansas.

Keynote speakers

Keith Jackson

Former professional football player, radio broadcaster for the Arkansas Razorbacks, founder and president of Positive Atmosphere Reaches Kids (P.A.R.K.)

Dr. Gary Ritter

Professor and Endowed Chair in Education Policy
Department of Education Reform, University of Arkansas

Registration fee: Early bird \$35.00 until May 15th, Regular \$50.00, students \$15.00. Limited need-based fee waivers for parents and community leaders. Register at: diversity.uark.edu

For more information contact:

Dr. Luis Restrepo at lrestr@uark.edu – (479) 304-8858; or
Dr. Dawn Simpson at dawn.simpson@arkansas.gov

Co-sponsored by the College of Education and Health
Professions and Diversity Affairs



UNIVERSITY OF
ARKANSAS

LA OFICINA LATINA

Office of Latino Academic Advancement and Community Relations



ARKANSAS
DEPARTMENT
OF EDUCATION



THE EFFECTIVE USE OF STATE RESOURCES AND COORDINATION OF PROGRAMS TO IMPROVE EDUCATIONAL OUTCOMES FOR CHILDREN FROM BIRTH TO AGE FIVE

EXECUTIVE SUMMARY

Access. Arkansas early childhood education programs (including Arkansas Better Chance, Head Start, and children supported through vouchers in Level 3 of the Better Beginnings program) serve about 56 percent of eligible 3- and 4-year olds. Some areas of the state have more needs for additional child care slots than others. Of the 18 census areas, southwest Arkansas has much less access for its children. Populous areas such as Benton, Washington, Faulkner, Lonoke, and Saline Counties also have a large unmet need. Only 2.9 percent of our eligible children from birth through age 2 are served by ABC, Head Start or through vouchers to Level 3 Better Beginnings programs. In addition to limitations in the number of funded slots available, concerns about availability of facilities and transportation also limit the ability to serve all of the eligible children in families at 200 percent of the federal poverty level.

Funding Needs. The ABC program is Arkansas's quality pre-K program for 3- and 4-year-olds. It funds providers at 60 percent of a cost model developed in 2008. The program currently funds \$4,860 per student each year for both center-based and licensed family homes. This amount must cover rent or lease for the facilities as well. The 40 percent of necessary funding required as match comes from the providers themselves. If state K-12 foundation funding were scaled to provide staff for class sizes of 10 students as is required in pre-K, foundation funding would equal \$10,460 per student. K-12 facilities are funded separately in addition to the foundation amount. Standards should be increased to require a bachelor's level teacher in each classroom, but there is no funding for that increased cost. **The last funding increase for the program was in 2008. In the ensuing seven years, there has been no increase for ABC, not even a cost of living increase.** During that time, K-12 adequacy-designated programs were increased by 13.84 percent. There is even less state assistance available for infants and toddlers.

Staffing. The Arkansas early childhood education workforce is diverse in terms of educational qualifications, professional development opportunities, and availability in rural areas of the state. To improve in quality, programs must increase the education levels of their staff, reduce class size, and improve professional development. ABC requires one teacher with a Bachelor's degree per twenty students or for every two classrooms. Proposed rules state that a child care center director should have a bachelor's degree or a lower credential with more experience.

Arkansas has a system called the Traveling Arkansas Professional Pathways (TAPP) that consists of the Arkansas Key Content Areas and Competencies, a "roadmap" or structure to show progression in training and competencies, and a registry tracking practitioners, trainers, and available training. Efforts are underway to provide new options for working early childhood teachers to increase their credentials and training.

Funding Models and Return on Investment. Several studies have reported on the return on investment for pre-K. James Heckman, a Nobel prize winning economist from the University of Chicago, has led a consortium of economists, psychologists, statisticians, and neuroscientists whose research shows that early childhood development directly influences economic, health, and social outcomes for individuals and society. Heckman's analysis of the Perry Preschool program shows a seven to 10 percent per year return on investment based on increased school and career achievement as well as reduced costs in remedial education, health, and criminal justice expenditures. Other studies such as the National Institute for Early Education Research (NIEER) and the Federal Reserve Bank support these findings.

Some states fund pre-K through their K-12 formula. Others weight the formula for higher costs of 3- and 4-year-olds. Oklahoma weights their K-12 formula at 130 percent of the K-12 rate for full day programs.

Evaluation of Early Childhood Education. NIEER has developed pre-K policy standards. Of the 10 standards used to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. Class size and staff-to-child ratios are also emphasized in the Quality Standards Checklist, targeting class sizes of 20 children at the most with no more than 10 children per staff member. Arkansas ranks high, meeting 9 of the 10 standards. Arkansas does not meet the standard for teacher degree. Five states meet all 10 benchmarks.

One goal of the Arkansas Department of Human Services Division of Child Care and Early Childhood Education (DCCECE) has been to update the standards for the education program in pre-K to ensure they are aligned with current kindergarten standards so that there is no disconnect in preparing children to be successful in the K-12 setting. It was announced July 10, 2014, that DCCECE will receive a \$1 million grant from the W.K. Kellogg Foundation to redesign the birth-to-5 standards and identify a new kindergarten entry-assessment tool.

Arkansas has a Tiered Quality Rating System to evaluate all non-ABC child-care providers. Currently the programs have three levels. Arkansas's highest level, Level 3, is not equivalent to the highest level programs in other states.

There have been two longitudinal studies of the Arkansas Better Chance program. The Arkansas Research Center studied students with no known pre-k experience. Of those, 70 percent from higher-income families entered kindergarten with a rating of developed, while only 41 percent of poorer students were developed. ABC improves the percentage of children entering kindergarten at the developed level. Half of the economically disadvantaged students that attended ABC were developed, nearly 10 percent more students than those with no known pre-K.

Underserved Populations. With its comparatively high level of poverty among children under five, Arkansas's resources to meet the needs of low-income children is difficult. It's also difficult to serve children in many of the more isolated rural areas. When low-income children have special needs, the ability of current early childhood education programs to meet increased levels of need is strained. Underserved, low-income children may have physical or developmental disabilities, live in unstable homes, or in homes where English is not spoken. They have needs for more resources than even other low-income peers, yet they often have less access to programs and providers that can meet their needs.

RECOMMENDATIONS

- Arkansas should invest in its future workforce through early childhood education.
- Additional funding is needed to sustain the current Arkansas Better Chance program at its current level of service. It would take \$14 million to equal the change in the Consumer Price Index since the last funding increase.
- To expand the reach of the Arkansas Better Chance program, additional need must be met for eligible 3- and 4-year-olds at the current eligibility requirement of 200 percent of the federal poverty level.
- Programs to expand access to children beyond the 200 percent of FPL should be considered after funding current slots and funding access at the current eligibility level.
- Other licensed child care providers, including those serving infants and toddlers, need funding and incentives to improve quality by reducing class sizes and raising credentials required for care-givers.

ACKNOWLEDGMENT

During the 2013 legislative session, Representative David Kizzia requested an interim study to determine effective strategies to ensure that all Arkansas students are reading at grade level by the end of third grade by 2020.

The following organizations provided information for the development of this report:

Arkansas Advocates for Children and Families
Arkansas Campaign for Grade-Level Reading
Arkansas Department of Human Services - Division of Child Care and Early Childhood Education
Arkansas Head Start Collaborative Office
Arkansas Public Policy Panel
Arkansas Research Center
Arkansas State University Childhood Services
Rural Community Alliance
University of Arkansas for Medical Sciences - Department of Family and Preventive Medicine
White River Planning and Development District

THE EFFECTIVE USE OF STATE RESOURCES AND COORDINATION OF PROGRAMS TO IMPROVE EDUCATIONAL OUTCOMES FOR CHILDREN FROM BIRTH TO AGE FIVE

ISP-2013-050 Sponsored by Rep. David Kizzia



TABLE OF CONTENTS

Introduction.....	3
Section 1 Children Served & Unmet Needs.....	4
Section 2 Cost Models.....	8
Section 3 Staffing.....	16
Section 4 Return on Investment & Funding Methods.....	20
Section 5 Program Models & Evaluation.....	23
Section 6 Underserved Populations.....	28
Conclusions & Recommendations.....	33
End notes.....	35

ACKNOWLEDGMENT

During the 2013 legislative session, Representative David Kizzia requested an interim study to determine effective strategies to ensure that all Arkansas students are reading at grade level by the end of third grade by 2020.

The following organizations provided information for the development of this report:

Arkansas Advocates for Children and Families
Arkansas Campaign for Grade-Level Reading
Arkansas Department of Human Services -
 Division of Child Care and Early Childhood Education
Arkansas Head Start Collaborative Office
Arkansas Public Policy Panel
Arkansas Research Center
Arkansas State University Childhood Services
Rural Community Alliance
University of Arkansas for Medical Sciences -
 Department of Family and Preventive Medicine
White River Planning and Development District



Introduction

The wisest investment Arkansas can make in its people is to provide quality pre-K. Arkansas is a poor state where almost one-third of our children live in poverty and more than 60 percent are eligible for free and reduced lunches.^[1] Failing to ensure that these children are ready to learn when they start school greatly increases the risk of failing in school or not finishing school at all. If we don't insure that these children are academically successful, we will have lost almost two-thirds of our future work force. Arkansas can't afford to do that. We already have examples of losing out on economic opportunities due to the poor quality of our work force. Other states are moving forward with pre-K investments. Oklahoma is making tremendous progress, as are Georgia and Alabama. Doing nothing when others are going all-in is setting Arkansas on a path to further economic loss.

The early childhood period (birth to age 5) is a time of rapid brain development.^[2] Researchers estimate that 80 percent of brain development occurs before children enter kindergarten. Early experiences are the foundation on which all later learning is built. Investing at this early point provides the most efficient and effective intervention to insure later success in school. Pre-K not only provides for early learning, but also helps children develop the social skills they need to be successful in the classroom. It is the entry point for early treatment of developmental delays, treatment that can be less expensive and more successful than remedial efforts down the road.

Several studies have reported on the return on investment for pre-K. James Heckman, a Nobel Prize-winning economist from the University of Chicago, has led a consortium of economists, psychologists, statisticians, and neuroscientists whose research shows that early childhood development directly influences economic, health, and social outcomes for individuals and society. Heckman's analysis of the Perry Preschool program shows a 7 to 10 percent (per year) return on investment based on increased school and career achievement as well as reduced costs in remedial education, health, and criminal justice expenditures. Other studies such as the National Institute for Early Education Research (NIEER) and the Federal Reserve Bank support these findings. In a poor state with a largely under-educated workforce, it just makes sense to invest early in our children.

SECTION I. CHILDREN SERVED & UNMET NEEDS

The first step in determining how to move forward in early childhood education is to assess where we are. What programs are in place now? How many children are they serving? Finally, what barriers and gaps are we facing? Arkansas has two main types of early childhood programs:

- all licensed care programs meeting minimum state standards, and
- quality care programs that meet additional requirements concerning staff qualifications, teacher to child ratios, and educational curriculum.

Figure 1.

	Infants and Toddlers	Eligibility *	Funding Source	Three's and Four's	
Quality	Arkansas Better Chance	200 FPL%	State	Arkansas Better Chance	Quality
	Early Head Start	100 FPL%	Federal	Early Head Start	
	Better Beginnings			Better Beginnings	
	Level 3	SMI for Voucher Students	Private Pay or Vouchers	Level 3	
Other Rated Facilities	Better Beginnings	SMI for Voucher Students	Private Pay or Vouchers	Better Beginnings	Other Rated Facilities
	Level 2			Level 2	
	Level 1			Level 1	
Not Rated/Licensed					Not Rated/Licensed
		For ABC = 200% FPL	ABC, Title I, NSLA, Other	Schools	
	Unrated Private Child Care	No restrictions	Private Funds Only	Unrated Private Child Care	

* 100% FPL for Family of Four in 2014 is \$23,850

200% FPL for Family of Four in 2014 is \$47,700

SMI for a family of four is \$32,342

** Arkansas Better Beginnings Level 3 does not meet the standards of the highest quality programs in other states.

This report focuses on quality care programs: Arkansas Better Chance (ABC), Head Start (HS), and Level 3 of the Better Beginnings (BB) program. It should be noted that Level 3 in Arkansas does not meet the standards of the highest quality programs in other states.

Arkansas Better Chance is the state-funded program of quality pre-K. To be eligible for participation in ABC, family income must be at or below 200 percent of the federal poverty level^[3]. A small portion of the program's funding provides access for children meeting other eligibility criteria. The program includes some funding for home visiting services that serve younger children but the focus is on 3- and 4-year olds. That is the age group discussed in this section.

The Arkansas Better Chance program was created as Arkansas's own effort to address the need for early childhood education in the state. The program is composed of center-based, family-home-based, and two home visiting programs, HIPPY and Parents as Teachers.

In 1991, the original program was created at a funding level of \$10 million. In 2003, the Arkansas legislature passed Act 49, which significantly expanded funding for the state's pre-Kindergarten program. This funding has increased from \$13 million in 2004 to \$111 million in 2008 as a five year funding plan that was phased in over 3 legislative sessions. Under the umbrella of Arkansas Better Chance, the original program with its eligibility criteria and original funding still exists alongside the much expanded program.

Head Start is the federally funded quality pre-K program. Three- and 4-year old children who are from families with incomes below the federal poverty guidelines are eligible for Head Start services. Children from homeless families and families receiving public assistance such as TANF or SSI are also eligible. Foster children are eligible regardless of their foster family's income^[4]. Children younger than age 3 may also be served in a separate program known as Early Head Start.

Better Beginnings is a rating system for all child care programs. The funding for Better Beginnings programs can be public or private. All providers are encouraged to participate in the quality rating system and parents are urged to use the system to find quality care for their children.

On July 1, 2014, all programs that take child-care vouchers were required to participate in the Better Beginnings rating system. Centers and family homes serving 3- and 4-year olds are included below. It should be noted that, the Arkansas Better Beginnings highest level or level 3 is not comparable to quality programs in other states. There are plans to add two higher levels that have not been implemented due to the lack of funding.

The charts on the following pages show, by area, the number of 3- and 4- year old children eligible (broken down by PUMA or census area^[5]) for each of these programs and the number of children enrolled in those areas. A little more than 56 percent of Arkansas 3- and 4-year olds from low-income families have access to a high-quality (including children funded through vouchers from Level 3 Better Beginnings) early childhood education program. It's easy to see in the last column of the following chart that some areas of the state have better coverage than others.

Of the eighteen census areas, counties in north central Arkansas and southeast Arkansas (highlighted in green) have met much of the need. Other areas of the state have had much less access (highlighted in orange.) Some of our most populous areas including Benton, Washington, Faulkner, Lonoke, and Saline Counties, have the most unmet need for quality early childhood programs for 3- and 4-year-olds.

In these populous areas, and in some other locations throughout the state, school districts are also meeting some of the need for pre-K programs. According to adequacy survey data, school districts serve 3,604 three year olds and 11,901 four year olds. However, some of the ABC slots listed below are for children in school-based programs.

Other children in school-based programs may be funded with federally funded vouchers and with K-12 funding programs such as Title I and NSLA, or school poverty funding (named after the National School Lunch Act) program. NSLA is the part of the state education funding package aimed at low-income students, based on the number of students in a certain district that are eligible for free and reduced price lunches. Only 57 school districts are using NSLA funds for pre-K programs. The percentage of NSLA funds used is 3.4 percent.^[6] Sorting out the students in these programs by funding source is not available at this time.

Figure 2.

	Children 3-5 <200% FPL		ABC PreK Slots & percent served		HS PreK Slots & percent served		Better Beginnings Level 3 slots and percent served		
Area	N	%	N	%*	N	%*	N	%*	Tot %*
Benton County	3373	46	800	24%	373	11%	16	0.5%	35.3
Washington County	4054	62	1276	31%	267	7%	2	0.0	38.1
Baxter, Boone, Carroll, Marion, Madison, Newton & Searcy Counties	2073	71	656	32%	483	23%	0	0.0	54.9
Independence, Cleburne, Van Buren, Sharp, Izard, Stone & Fulton Counties	1228	52	789	64%	334	27%	5	0.4	91.9
Craighead , Greene, Randolph, Lawrence & Clay Counties	2917	60	1495	51%	603	21%	4	0.1	72.1
Crittenden & Mississippi Counties	2093	64	782	37%	997	48%	0	0.0	85
St. Francis, Poinsett, Phillips, Cross & Lee Counties	2142	79	771	36%	329	15%	1	0.0	51.4
White, Jackson, Prairie, Woodruff & Monroe Counties	1861	65	615	33%	405	22%	10	0.5	55.3
Pulaski County	5560	52	2978	54%	853	15%	49	0.9	69.8
Faulkner, Lonoke & Saline Counties	3426	43	669	20%	368	11%	14	0.4	30.7
Pope, Johnson, Yell, Conway & Perry Counties	2008	56	975	49%	559	28%	10	0.5	76.9
Sebastian & Crawford Counties	3841	71	1163	30%	404	11%	1	0.0	40.8
Logan, Polk, Franklin, Sevier, Howard & Scott Counties	1791	65	1185	66%	172	10%	1	0.1	75.8
Garland, Hot Spring, Clark & Montgomery Counties	2162	54	899	42%	489	23%	4	0.2	64.4
Jefferson, Grant & Arkansas Counties	1846	57	436	24%	520	28%	1	0.1	51.8
Southeast Arkansas	1531	56	809	53%	556	36%	6	0.4	89.5
South Central Arkansas	2239	75	745	33%	592	26%	0	0.0	59.7
Southwest Arkansas	2170	65	510	24%	90	4%	0	0.0	27.6
Arkansas Totals	46315	58	17553	38%	8394	18%	124	0.3	56.3
*Percent of Children in Poverty									

Southeast Arkansas is the following counties: Desha, Lincoln, Cleveland, Bradley, Drew, Ashely, and Chicot.

South Central Arkansas is the following counties: Dallas, Calhoun, Ouachita, Union, and Columbia.

Southwest Arkansas is the following counties: Pike, Hempstead, Nevada, Little River, Miller, and Lafayette.

Access to quality care for infants and toddlers is bleak by comparison. Only Crittenden and Mississippi counties (highlighted in green) have more than 10 percent of their need met with quality early childhood programs. South Central Arkansas is not far behind with 9.5 percent of its need met. Several areas of the state including Benton, Faulkner, Lonoke, Saline counties along with southeast and southwest Arkansas, highlighted in orange, have less than one percent of their need met.

Birth to Age 3	Children Birth to 3 or Infants & Toddlers <200% FPL		ABC I/T Slots and Services & percent served		EHS PreK Slots & percent served		Better Beginnings Infant & Toddler Level 3 slots and percent served		Tot %*
	N	%	N	%*	N	%*	N	%*	
Benton County	4924	48	0	0%	0	0%	27	0.5	0.5
Washington County	5273	60	13	0%	48	1%	7	0.1	1.3
Baxter, Boone, Carroll, Marion, Madison, Newton & Searcy Counties	3464	69	9	0%	52	2%	0	0.0	1.8
Independence, Cleburne, Van Buren, Sharp, Izard, Stone & Fulton Counties	3380	70	54	2%	0	0%	3	0.1	1.7
Craighead , Greene, Randolph, Lawrence & Clay Counties	4548	62	174	4%	96	2%	10	0.2	6.2
Crittenden & Mississippi Counties	3210	70	3	0%	362	11%	0	0.0	11.4
St. Francis, Poinsett, Phillips, Cross & Lee Counties	2855	71	56	2%	0	0%	1	0.0	2.0
White, Jackson, Prairie, Woodruff & Monroe Counties	2617	61	30	1%	0	0%	4	0.2	1.3
Pulaski County	8632	55	8	0%	136	2%	51	0.6	2.3
Faulkner, Lonoke & Saline Counties	4631	42	6	0%	0	0%	22	0.5	0.6
Pope, Johnson, Yell, Conway & Perry Counties	2996	52	51	2%	128	4%	10	0.3	6.3
Sebastian & Crawford Counties	4857	65	58	1%	36	1%	2	0.0	2.0
Logan, Polk, Franklin, Sevier, Howard & Scott Counties	3026	75	37	1%	90	3%	3	0.1	4.3
Garland, Hot Spring, Clark & Montgomery Counties	3138	62	3	0%	56	2%	13	0.4	2.3
Jefferson, Grant & Arkansas Counties	2628	68	10	0%	20	1%	6	0.2	1.4
Southeast Arkansas	2607	70	5	0%	8	0%	7	0.3	0.8
South Central Arkansas	2073	60	18	1%	175	8%	3	0.1	9.5
Southwest Arkansas	2515	65	8	0%	0	0%	3	0.1	0.4
Arkansas Totals	67374	60	543	1%	1207	2%	172	0.3	2.9
*Percent of Children in Poverty									

Barriers to expanding access to quality pre-K programs include facilities and transportation. Facilities costs will be discussed in detail in the next section but existing facilities space available for pre-K programs is also an issue. One solution for rural areas with declining enrollment is the local school district. Some of these districts have empty classrooms that can be converted for pre-K use. In a survey from the spring of 2014 by the Arkansas Rural Ed Association, 33 mostly rural school districts reported on the availability of space for pre-K programs. All indicated their awareness of unserved pre-K children that could use programs, if the school was able to sponsor a program. Twenty-eight of the districts indicated that they have classroom space available, sometimes multiple classrooms. Several also indicated that the space would need to be remodeled before it was suitable for pre-K programs.

A separate survey of school districts in conjunction with the adequacy survey yielded these results. Fifty-six of the 239 districts in the 2013-14 school year indicated they did not have any pre-K classrooms. Other responses are indicated below:

Figure 4.

Total Classrooms Statewide	829
# of Classrooms per District	# of Districts
1	24
2	44
3	42
4	20
5-72	43
Total	238

The survey data also indicated that 32 districts have at least one or more classrooms for 3-year olds. By far, most school-based pre-K programs serve 4-year olds with 63 districts indicating they had one or more classrooms for these students. NACCRAware^[7] surveyed Arkansas child care providers. Of those who responded to the question, 82 percent say they do not transport children. There are anecdotal reports that when center or school-based providers have closed and relocated in neighboring communities, parents are no longer able to transport their children to the

new location. A recent example of this is the closure of the Stephens school district. The district had a pre-K program. However, when the district was split up those pre-K slots were transferred to Camden. Therefore, parents in Stephens no longer had access to affordable and quality pre-K.

SECTION 2. COST MODELS

Public Financing for Early Learning

For the past seven years, the Arkansas Early Childhood Education has struggled with budget cuts. First, the ABC program has not had a cost-of-living increase in seven years. This has crippled the ability of providers to deal with cost increases for salaries, food, rent, and utilities. Some centers are closing. Second, the federally-funded Head Start program experienced cuts due to sequestration at the federal level resulting in fewer children served and the closing of some centers. Restoration of the lost Head Start funding was approved late in 2013. However, no relief for the ABC program is in sight.

According to Bureau of Legislative research adequacy reports, K-12 education has received annual increases in all adequacy designated programs with few exceptions.^[8] For the years 2008 through 2015 those increases totaled 13.84 percent. But our pre-K children have had nothing. Access is limited to any program but access to high-quality programs varies based on a child's zip code. There are no providers in reach for many of the state's rural parents and programs in more urban areas do not have the capacity to serve all the needs in the higher-populated areas of the state. In too many cases the children in programs serving 3- and 4-year-olds are not in high-quality programs.

Some key state policy recommendations from the National Institute for Early Education Research NIEER are:

- Develop new and more reliable funding streams for early learning programs that increase the total amount

of public funding available and, at the very least, produce full coverage of disadvantaged children.

- Tie federal and state subsidies for child care to quality, perhaps using tiered payments linked to state Quality Rating Systems.
- Replace tax credits with more direct subsidies or pay them in tiers linked to program quality.
- Measure the effectiveness of preschool special education spending, subjecting it to cost-effectiveness analysis. Funding for preschool special education is substantial, but the needs are also great, and additional effort to ensure effective use could have a high return.
- Increase the use of federal Title I funds for quality pre-K programs by requiring school districts to spend these funds on programs demonstrated to be effective.
- States that do not fund early education through their school funding formulas should work toward that goal or develop other dedicated funding mechanisms that are more stable than annual discretionary appropriations from general revenue.^[9]

In addition to increasing the use of federal Title I funds for pre-K, Arkansas should consider using state NSLA funds for pre-k. This could be accomplished in one of two ways.

- Reduce the amount of NSLA funds distributed directly to districts for a wide variety of eligible uses and set those funds aside to be used in Needs Improvement, Focus and Priority districts for pre-K.
- Require Needs Improvement, Focus and Priority districts to use a significant specified minimum percentage of their NSLA funds for pre-k programs.

Early Learning Cost Model (IWPR and ECPR)

An early childhood education cost estimation model developed by the Institute for Women's Policy Research (IWPR) and Early Childhood Policy Research (ECPR) is shared here. The IWPR model assists in forming a per-child estimate for pre-K programs across 12 levels of quality.^[10]

The estimation model is based on a study that assumes all high-quality pre-K programs should possess the characteristics that provide benefits to children and families according to IWPR's report, *Meaningful Investments in Pre-K*.^[11] "The estimated costs range from \$5.17 per child hour at the lowest-quality level, to \$8.18 per child hour at the highest level," says Barbara Gault, primary author of the study. When inflated to 2015 rates (12.4 percent^[12]) that is \$5.81 per child hour at the lowest quality level and \$9.19 at the highest level. At 1,665 hours per year (185-9 hour days), the cost for one child ranges from \$ 9,673 to \$ 15,301.^[13]

The variables in this study included three class sizes—20, 17 and 15 children per classroom as well as four teacher qualification/pay levels ranging from a bachelor-degree-holding teacher with early childhood credentials paid at typical kindergarten teacher levels to a teacher with a CDA (Child Development Associate) credential. The annual estimates are based on a 185-day program. The hours-per-day options included in the study were a half-day with two daily sessions at three hours each; a school-day session of six hours; and a nine-hour workday session. The salaries were based on data from the National Pre-Kindergarten Study by Gilliam in 2006 and the US Department of Labor Bureau of Labor Statistics report in 2007. They included direct and indirect costs and system infrastructure cost with the exception of professional development.^[14]

Better Beginnings Cost Model (UAMS)

Researchers from the UAMS Department of Family and Preventive Medicine conduct ongoing evaluation of Better Beginnings and continually estimate the financial impact of operating child care programs at different levels of quality. The analysis was to determine whether it's feasible to establish two higher quality levels of the Better Beginnings program without additional funding.

The team used a Cost Modeling Tool developed by Louise Stoney and Anne Mitchell at the Alliance for Early Childhood Finance and customized the model for Arkansas using information from the following sources:



- State occupational employment and wage estimates from the Bureau of Labor Statistics
- Arkansas Better Chance budgets
- Community-based child care director focus group
- Arkansas Division of Child Care and Early Childhood Education (DCCECE) data
- Child Care Resource and Referral staff
- Arkansas Advocates for Children and Families
- Arkansas State University (ASU) Early Childhood Services

The results of the models show that in the current market, Arkansas child care providers cannot afford to offer better quality care.

Cost Variables
Figure 5.

Expense	
Personnel Costs	Non-Personnel
Wages/Salary	Rent /Lease
Mandatory	Utilities
benefits	Building Insurance
Social Security	Maintenance/Repair/Cleaning
Medicare	Telephone & Internet
Unemployment	Audit
Workers	Fees/Permits
Compensation	Food & Food Prep
Health Insurance	Kitchen Supplies
Reserve fund	Education Supplies
	Education Equipment
	Office Supplies
	Office equipment
	Business Insurance
	Payroll/Contract services
	Credit card processing fees
	Advertising
	Postage
	Miscellaneous
	Consultants/Training
	Transportation

UAMS took into account the variables shown at left. NON-PERSONNEL COSTS—like rent, utilities, insurance, and educational supplies—increase some when programs provide a safer environment that stimulates learning. However, the real cost driver is PERSONNEL. In higher quality centers, more teachers have higher education in early childhood education, which drives up hourly rates. Most revenue comes from parent tuition paid at current market rate. In higher-quality centers, there are more teachers and fewer children. This means that programs collect less tuition per classroom.

Current Cost Model for Arkansas Better Chance (ABC)
The funding for the current ABC program has varying results based on the type of provider and the type of services. The cost break down follows for the reimbursement rate the ABC program provides for center-based and family-based care. Programs are reimbursed by ABC for operating 178 days of seven hours per day. This is equivalent to K-12 operations of 178 student days of a minimum of six hours instruction.

Figure 6.

2013-2014 ABC CORE MODEL for CENTERS				
Well-Qualified and Compensated Staff	Classroom Teacher	Salary		\$ 30,000.00
		Range		\$ 44,160.00
		Fringe		\$ 7,500 to
	Paraprofessional	Range		\$ 11,040.00
		Salary		\$ 18,000.00
		Fringe		\$ 4,500.00
Administrative Costs	\$ 220.00	per child		\$ 4,400.00
Curriculum and Equipment	\$ 275.00	per child		\$ 5,500.00
Parent Involvement	\$ 100.00	per child		\$ 2,000.00
Transportation	\$ 110.00	per child		\$ 2,200.00
Professional Development	\$ 1,650.00	per staff		\$ 3,300.00
Screenings	\$ 50.00	per child		\$ 1,000.00
Technology	\$ 55.00	per child		\$ 1,100.00
Total ABC Funding for 20 children				\$ 97,200.00
40% Match				\$ 64,800.00
TOTAL PROGRAM COST				\$ 162,000.00
State Cost per child				\$ 4,860.00
40% Match				\$ 3,240.00
Total Cost per child				\$ 8,100.00

Providers must balance the financial gap between what families can reasonably afford and the actual cost of quality care and education. Families, especially lower-income families, are over-burdened with child care expenses. Infant care in Northwest Arkansas already exceeds in-state enrollment at the University of Arkansas.^[15] In short, strategically improving quality care and early childhood education requires community investments. The Helen Walton Children's Enrichment Center has requested funding over the last seven years for improved wages and subsidies to retain educated, trained, and experienced teaching staff in Northwest Arkansas, resulting in a 62 percent decrease in turnover, while the average center continues to experience a 400 percent annual turnover^[16]. The Endeavor Foundation is doing similar work and providing supports to Northwest Arkansas providers.

Figure 7.

2013-2014 ABC CORE MODEL for LICENSED FAMILY HOMES				
Well-Qualified and Compensated Staff	Family Home Teacher	Salary		\$ 30,640.00
		Fringe		\$ 7,660.00
Administrative Costs	\$ 220.00	per child		\$ 2,200.00
Curriculum and Equipment	\$ 275.00	per child		\$ 2,750.00
Parent Involvement	\$ 100.00	per child		\$ 1,000.00
Transportation	\$ 110.00	per child		\$ 1,100.00
Professional Development	\$ 2,200.00	per staff		\$ 2,200.00
Screenings	\$ 50.00	per child		\$ 500.00
Technology	\$ 55.00	per child		\$ 550.00
Total ABC Funding for 10 children				\$ 48,600.00
40% Match				\$ 32,400.00
TOTAL PROGRAM COST				\$ 81,000.00
State Cost per child				\$ 4,860.00
40% Match				\$ 3,240.00
Total Cost per child				\$ 8,100.00

There are concerns about continuing to use the ABC models that were developed in 2008. Costs have increased by 12.4 percent since this was developed^[17]. Assuming the models accurately reflected true costs at that time, they should have been increased by more than \$1,000 per child by FY2014-2015.

Comparison with state funding for K-12 is warranted. The teacher salary, including benefits, used for the K-12 calculation is \$63,130. Salaries for center-based staff in a quality environment for the ABC program are \$55,200 on the upper end of the range. Also, K-12 funding does not cover facilities costs (rent or debt service payments). ABC funding must cover these costs. The following chart shows a comparison of state K-12 funding to ABC funding.

Figure 8.

2014-15 Per Student	Funding
State Foundation K-12 Funding - based on avg. class size of 20.8.	\$6,521
ABC Cost Model – based on avg. class size of 10.	\$8,100
ABC Actual Payment (required match not included)	\$4,860
State Foundation K-12 Funding (if class size were 10)	\$10,460

To summarize, Arkansas pays an equivalent rate of \$10,460 for K-12 students. That rate does not cover facilities costs for school districts. For 3- and 4-year-old students, Arkansas pays providers, \$4,860. That amount must cover their rent or mortgage costs.

ABC Cost Model and Match Comparison between School-based Centers and Community-based Centers

Program evaluators at the University of Arkansas for Medical Sciences analyzed costs from the 2013-2014 fiscal year to help the state determine whether funding strategies need to be updated for ABC providers. UAMS staff identified substantial differences between school-based and community-based ABC programs. These differences should be addressed by updating the ABC funding formula. Thirteen directors of ABC programs were invited to help us verify or change the base model. Nine directors agreed to participate. Three operated within school districts and six operated within community-based child care programs. Programs were located in different state regions, represented urban and rural areas, and served between 30 and 180 children through ABC. All community-based programs provided care to additional children whose families paid tuition privately or with Child Care Development Fund (CCDF) assistance. Directors were asked to report their ABC expenses in the past year in each category shown in Figure 9:

Figure 9: Categories of Expense

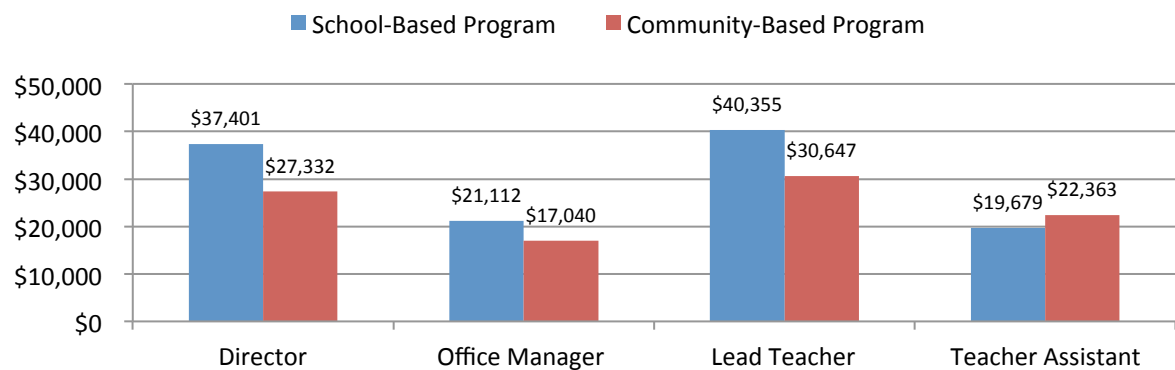
Personnel Costs	Non-Personnel	
Wages/Salary	Rent /Lease	Education Supplies
Mandatory benefits	Utilities	Education Equipment
Social Security	Building Insurance	Office Supplies
Medicare	Maintenance/Repair/Cleaning	Office Equipment
Unemployment	Telephone & Internet	Business Insurance
Workers Compensation	Audit	Payroll/Contract services
Health Insurance	Fees/Permits	Credit card processing fees
Reserve Fund	Food & Food Prep	Advertising
	Kitchen Supplies	Postage
	Consultants/Training	Miscellaneous
	Transportation	

The study also considered whether any expenses were not addressed. Additional expenses were grouped into the miscellaneous category. The project also includes an analysis of the items and amounts each program used to meet ABC's requirement of a 40 percent match. The Arkansas Better Chance Program requires that 40 percent of funding for ABC programs come from local sources.^[18]

After interviews were complete, for each budget item, a mean cost for district programs and a mean cost for community-based programs was calculated. Results presented below demonstrate that the two types of programs operate differently. Calculations presented in figures and tables are based on one ABC classroom with 20 children. This would mean at least one degreed teacher and an aide. School-based programs report higher personnel

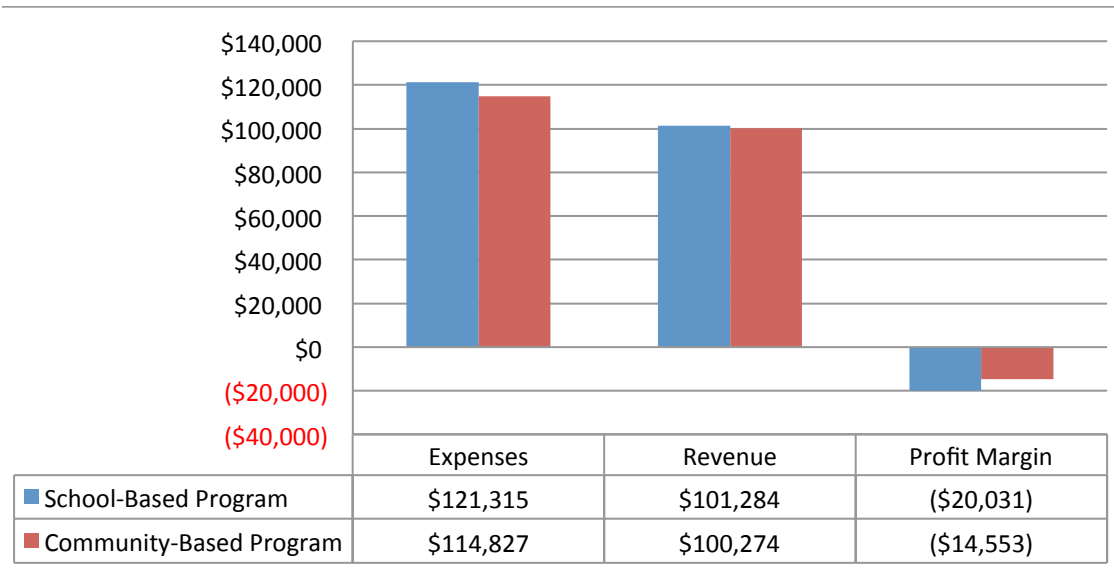
costs than community-based programs. As shown in Figure 10, directors in community-based programs report salaries that are 73 percent of those in school-based settings. Similarly, lead teachers in community-based programs are reported to earn 76 percent of the salaries of teachers in school-based settings. Furthermore, directors in school-based programs reported making contributions to their employees’ retirement and healthcare plans at greater rates than those in community-based settings; none of the community-based settings reported contributing to retirement and only 25 percent reported making any contribution to healthcare plans.

Figure 10: ABC Personnel Cost Comparison: School- and Community-Based Programs



Cost models computed using actual costs for school-based and community-based programs show providers in both settings with an expense/revenue ratio that documents operating at a negative profit margin (see Figure 11). Community-based programs report higher non-personnel costs; it would appear that they compensate by providing employees with less in salary and benefits. Programs operating in school districts have less flexibility in terms of employee compensation and benefits, expenses which are covered, in part, by fewer non-personnel costs.

Figure 11: ABC Expenses, Revenue, and Profit Margins: School- and Community-Based Programs



As shown in Figure 10, school-based programs pay significantly less in non-personnel expenses than community-based programs and, as a result report a much higher percentage (71 percent) of in-kind contributions to meet match requirements than was reported by community-based programs (52 percent).

Figure 12:. ABC Match Comparison: School- and Community-Based Program

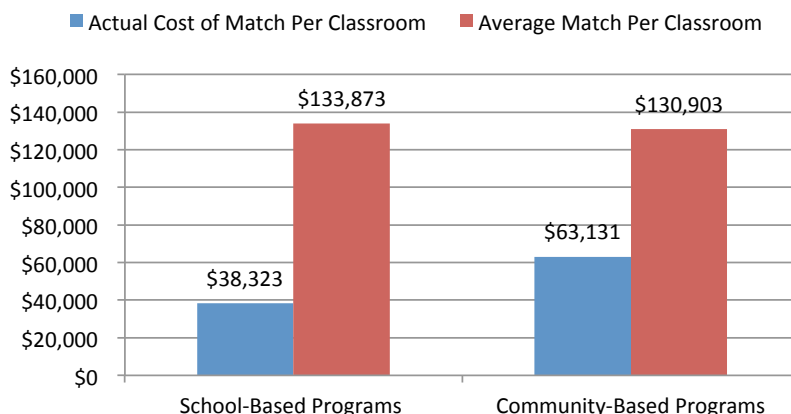
Match Items	School-Based Programs	Community-Based Programs
Non-Personnel Expenses		
Annual Costs per Classroom		
Rent/Mortgage	\$0*	\$3462
Building Utilities	\$1,170	\$1817
Building Insurance	\$400	\$1089
Building Maintenance/Cleaning	\$425	\$815
Annual Costs per Child		
Food & Food Prep	\$359	\$480
Kitchen Supplies	\$0*	\$283
Educational Supplies & Equipment	\$210	\$113
Office Supplies & Equipment	\$8	\$19
Insurance (liability, accident, etc.)	\$0*	\$31.50
Payroll/Contract services	\$0*	\$8
Credit/debit card processing fees	\$0*	\$0.67
Advertising	\$0*	\$9
Misc. (incl. parent involvement & screening)	\$32	\$40
Consultants/Training (incl. certifications)	\$35	\$63.50
Transportation	\$6	\$243
Annual Operating Costs		
Telephone/Internet	\$2133	\$1224
Audit	\$0*	\$3566
Fees/Permit	\$50	\$315
Personnel Expenses		
Director Salary	\$21145	\$25030
In-Kind Match Amounts		
Nutrition reimbursement	100%=\$15871	100%=\$14896
Cost of therapy/specialized instruction	\$550/child=\$3630	\$550/child=\$660
Professional development	\$1650/teacher=\$3300	\$1650/teacher=\$3300
Developmental screening	\$50/child=\$1000	\$50/child=\$1000
Transportation	\$979/child=\$19580	\$979/child=\$19580
ACTUAL COST PER CLASSROOM**		
	\$38,323	\$63,131
AVERAGE MATCH PER CLASSROOM		
	\$133,873	\$130,903
PERCENT IN-KIND MATCH		
	71%	52%

*All programs report no cost; **Calculated with 20 children per class

*All programs report no cost; **Calculated with 20 children per class

For both settings, the cost of ABC per child exceeds the \$4,860 that programs receive per student (school-based programs per child cost equal \$6250; community-based programs per child cost equal \$5741). While the cost per student with match (40 percent) is \$6,804 per student, and both types of programs do not exceed that amount, it is clear that match that is claimed in school-based programs is more likely to be in-kind and not represent an actual expense to the provider, while the match claimed for community-based programs is more likely to be at an actual cost to the program (see Figure 13).

Figure 13. Match: School- and Community-Based Programs



The analysis demonstrates the challenge of making ends meet in an ABC program with the current funding and match formula. If funding is not increased, programs will need to make further cuts to educational supplies and equipment, professional development, building maintenance, and teacher raises. If

this trend continues, the quality of ABC programs and its positive outcomes for children at risk will decline. Correcting the problem would require that funding be increased for district- and community-based programs. The proportion of funding for community-based programs should be higher because they must spend more money to make their 40 percent match than district-based programs.^[19]

Facilities Costs

In developing early education facility policies, bridging the gap between the cost of quality facilities and the revenue available to deliver early care and education services is a critical challenge. The National Institute for Early Education (NIEER) reports constructing, or acquiring and substantially rehabilitating, one building costs between \$10,000 and \$30,000 per child.^[20]

Public programs mostly provided through school districts have few if any facility costs. Several districts have converted former elementary buildings that have been replaced by new facilities to pre-K centers. Examples include Springdale and Little Rock. Other districts are providing one or two classrooms in existing elementary school buildings to house pre-k programs. In a survey conducted by the Arkansas Rural Ed Association, with 34 districts responding, only two school districts indicated that they did not have additional space for pre-K programs^[21].

For programs that are not school-based, facilities costs are another story. Some have space for no-costs or minimal costs provided through a nonprofit such as a church. Other programs lease or rent space at market rates. Few have stand-alone mortgaged facilities owned by the pre-K program.

Other states have taken measures to resolve some of the issues related to facilities financing. Examples are listed below.

- Illinois, in partnership with the nonprofit Illinois Facilities Fund (IFF), pioneered the debt service support model in 1992. Through a pilot Child Care Facility Development Program, the state made a one-time commitment to service 100 percent of the debt to retire a 10-year tax-exempt bond issued on behalf of seven nonprofit agencies serving low-income children. With IFF's assistance, each agency constructed or renovated a center.^[22]
- Connecticut has a School Readiness Loan Program. Connecticut used tax-exempt bonds and secured bond insurance to guarantee the lowest interest rates available. The state issued 30-year bonds that permitted a long amortization period, meaning the state's modest \$2.5 million annual debt service appropriation resulted in the immediate construction of a significant number of facility projects. Low monthly payments mean providers can shoulder a share of the debt, and in turn, their debt payments allow the state's investment to support more projects.^[23]
- Another measure taken by Connecticut to support school construction included space for early childhood classrooms. The Connecticut School Construction Program includes a five percent bonus on the proportion of the costs attributable to early childhood classrooms. The bonus is in addition to the state's routine school construction grants.^[24]

NIEER has these policy recommendations regarding facilities for state pre-K and early childhood:

- Incorporate facilities policy into the state's overall approach to expanding and improving the early care and education system.
- Explicitly incorporate facilities policy into the Quality Rating Systems to encourage early childhood programs to aspire toward facilities that exceed regulatory minimums.
- Reflect policy in state licensing concerning how facilities can promote a child's emotional and cognitive development. States should also ensure that inspectors appropriately interpret and consistently enforce existing and revised requirements.

Private versus Public Pre-K

The cost pressures in Arkansas are beginning to drive private providers out of business. Seven years without a cost of living increase has stretched many of these family businesses and some larger business groups to the breaking point.

Information provided by DCCECE indicates the following information for ABC provider closures occurring during the program year.

Figure 14: ABC Provider Closings 2011-2014

According to DCCECE, the first four agencies listed indicated financial reasons for closure although ABC was not the only funding source (2012-14). Child Development, Inc. was a Head Start agency which received ARRA funding (American Recovery and Reinvestment

Agency	Location	Slots
2013-14		
Parkway Daycare and Learning Center	Russellville	20
2012-13		
Sunrise Academy	Joiner	15
United Methodist AR Cares	Little Rock	17
Centers for Youth and Families	Little Rock	18
2011-12		
Child Development, Inc.	Russellville	388
Cossatot Community College/UA	DeQueen	38

Act – part of the 2009 federal stimulus package) and did not make the budget adjustment when ARRA funding was exhausted which may have caused the financial issues leading to closure. Cossatot Community College requested to close the college's program during the program year and did not indicate financial reasons.^[25]

There are mixed opinions on housing publicly funded prekindergarten in school buildings rather than in community-based settings. One concern is the economic impact school-based programs will have on the enrollment in community-based programs. The financial viability of infant and toddler care offered in community-based centers often depends on internal cost sharing with preschool programs because infant toddler programs are more expensive to staff. If the use of school-based programs results in reduced preschool enrollments at community-based centers, it would drive up the cost of infant and toddler care. A further challenge school-based programs must address is the need for care beyond typical elementary schools hours. Publicly funded prekindergarten programs often operate part-day (6 hours or less). However, most children need some form of child care for the remainder of the parent's work day, which can involve a difficult transition for children and costly transportation to a different site.^[26]

SECTION 3. STAFFING AND CAPACITY

Status of the Workforce

The Arkansas early childhood education workforce is diverse in terms of educational qualifications, professional development opportunities, and availability in rural areas of the state. The following chart shows the number of early childhood educators with each level of credential in Arkansas.

Figure 15: Early Childhood Educator Credentials

Progression of Credentials ²⁷	# of Current Educators	% of the Early Childhood Educator Workforce
GED	21,537	77.9%
CDA	1,786	6.5%
Associate's Degree	1,318	4.8%
Bachelor's Degree	2,335	8.5%
Master's Degree	626	2.3%
Doctorate Degree	23	0.1%

As shown in Fig. 15, nearly 80 percent of the Arkansas early childhood education workforce has no specialized training in early childhood education. The Arkansas Better

Chance Program requires one teacher with a Bachelor's degree per 20 students or for every two classrooms. Efforts are currently underway to improve qualifications as part of the Arkansas childcare licensing system. Proposed rules state that a child care center director should have one of the following:

- A Bachelor's degree in Early Childhood Education, Child Development or related field
- An Associate's degree in Early Childhood Education, Child Development or related field and six years of experience
- Eight years of experience in early childhood education and completion of one of the following within two years of employment—a child development associate credential, birth-to-pre-k credential or director's credential or the equivalent.

Traveling Arkansas Professional Pathways (TAPP)

Beginning in 1999, Arkansas began the development and implementation of a comprehensive professional development system called the Traveling Arkansas Professional Pathways in order to increase the professional capacity of its early childhood workforce through a coordinated system of education, training, and related activities. The TAPP System includes three main components that jointly work to ensure the delivery of high-quality professional development opportunities through career pathways that meet the diverse needs of early childhood professionals.

1. Arkansas Key Content Areas and Core Competencies—a workforce knowledge and competency framework which describes professional standards across a continuum of what early care and education professionals should know and understand in order to provide high-quality experiences for children.
2. The TAPP Map serves as a “roadmap” that provides the progression of equivalent training hours, degrees, and competency levels.
3. The TAPP Registry serves to ensure quality, continuity, and accessibility of training opportunities. The Registry has three components: the Practitioner Registry, the Trainer Registry and the Training Registry.

Workforce Knowledge and Competency Framework

To further guide professional development for its workers that addresses different levels of knowledge and experience, Arkansas has developed a Workforce Knowledge and Competency Framework, known as the Arkansas Key Content Areas and Core Competencies, that delineates a continuum of early childhood educator competencies.

In 2009, the system was simplified and updated to eight Key Content Areas with three levels of professional competencies: foundation, intermediate, and advanced. This framework is currently in use as an integral part of the TAPP System. The eight Key Content Areas are:

1. child growth and development
2. learning environment and curriculum
3. positive interactions and guidance
4. family and community
5. child observation and assessment
6. health, safety, and nutrition
7. professional development and leadership
8. program planning and management

The competency levels and expected commensurate levels of education, professional development, and corresponding staff roles are as follows:

- Foundation Competencies: assistant teachers with a high school diploma, GED, or degree unrelated to child development and limited experience with professional development. These individuals have limited re-

sponsibility for planning children's learning experiences.

- **Intermediate Competencies:** lead teachers, assistant directors, and team members with a CDA credential, one-year technical certificate in early childhood education or related area, or an associate's degree in early childhood education or related field. These individuals are expected to have work experience or professional preparation (preferably with extended field experience) sufficient to plan and implement curriculum and learning environments and support as assistant teachers within the classroom.
- **Advanced Competencies:** lead teachers, educational coordinators, curriculum supervisors, site directors, owners, agency/central office staff, and early childhood educators who hold a bachelor's degree or higher in a field appropriate to job responsibilities and ages of children served. These individuals are expected to have work experience or professional preparation (preferably with extended field experience) sufficient to develop, implement, monitor, and evaluate policies and procedures based on current research and best practices/evidence-based practice; and for providing modeling and supervision for other staff).

TAPP Map

In order to better align professional standards and career pathways, Arkansas has developed the TAPP Map, which assists early childhood professionals in navigating the progression of credentials and degrees that are aligned to the state's workforce knowledge and competency framework. The TAPP Map describes the eight levels of professional development based on training and education and is organized according to the three competency levels of the framework:

Figure 16: TAPP Map^[28]

1) Foundation Competency Level

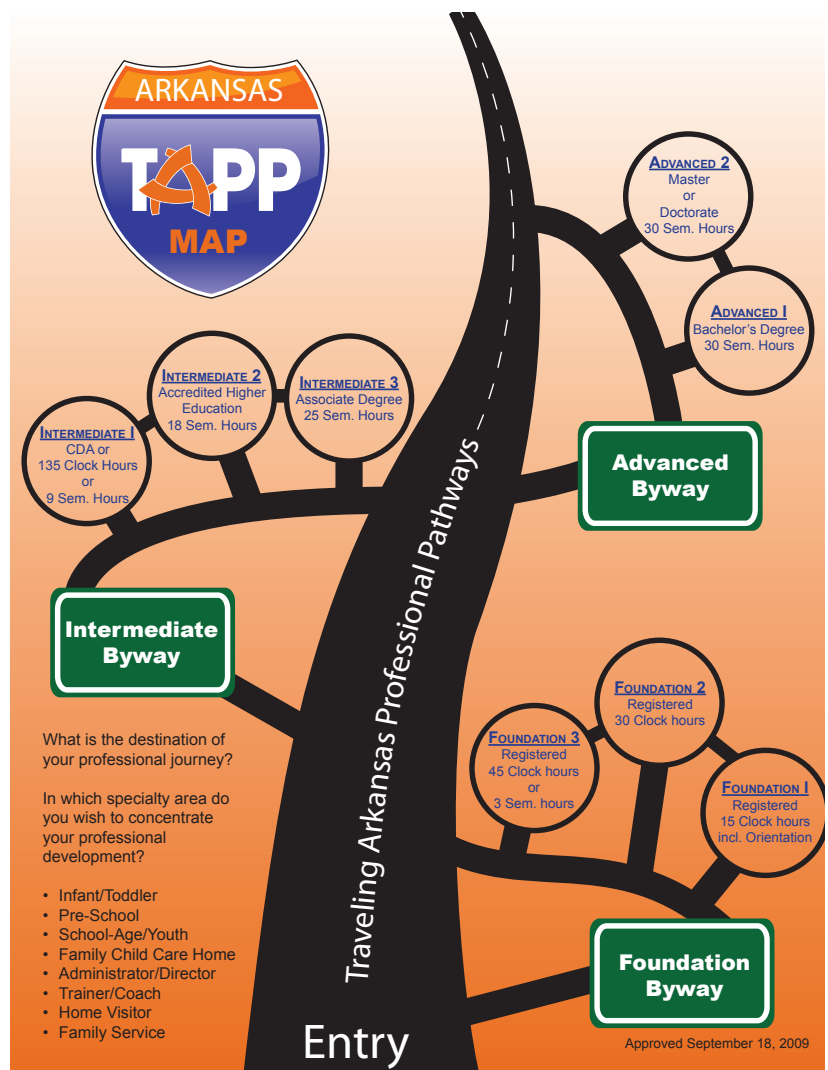
- Foundation 1: Registered 15 clock hours including orientation
- Foundation 2: Registered 30 clock hours
- Foundation 3: Registered 45 clock hours or 3 semester hours

2) Intermediate Competency Level

- Intermediate 1: CDA or 135 clock hours or 9 semester hours in early childhood education/child development
- Intermediate 2: Accredited higher education 18 semester hours in early childhood education/child development
- Intermediate 3: Associate degree or 25 semester hours in early childhood education/child development

3) Advanced Competency Level

- Advanced 1: Bachelor's degree in early childhood education/child development or 30 semester hours in early childhood education/child development
- Advanced 2: Master's or doctorate degree in early childhood education/child development or 30 semester hours in early childhood education/child development



Areas for Improvement

Innovative Higher Education Training and Professional Development.

Of equally critical importance is the alignment the professional standards to the professional development content provided to early childhood professionals and/or students. Given the significant role of multiple institutions and organizations in providing professional development to Arkansas's early care and education practitioners, it is important to ensure that the content of all professional development opportunities is aligned with the Arkansas Key Content Areas and Core Competencies. It is critical to develop and enforce policies around the transfer of credentials, courses, credits, degrees, etc. from one program to another without loss of credits—in order to fully establish career pathways and build capacity to meet required professional standards.

Arkansas needs to increase the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework. This will increase the number of early childhood educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Currently, we have 11 two-year and six four-year institutions with aligned training programs. There are also 25 contract training programs that are aligned. As a result the state now has 6,128 Early Childhood Educators credentialed by an “aligned” institution or provider.^[29]

The Arkansas Course Transfer System (ACTS) streamlines the process for early childhood practitioners to move along the career ladder to higher credentials by increasing their ability to transfer credit from one postsecondary institution to another^[30]. Another program in the state that supports early childhood professional development is the Credit When Its Due (CWID) program. The CWID program is a partnership between the Arkansas Association of Two Year Colleges (AATYC), Arkansas Department of Higher Education (ADHE), and the Arkansas Research Center (ARC). The CWID program retroactively awards an associate's degree to students who began at a two-year college and transferred to a four-year college, but did not receive a bachelor's degree (but have enough credits for an associate's degree).^[31]

Arkansas recognizes that learning experiences include a variety of methodologies and offers a wide range of types of training opportunities including university/college courses, workshops, conferences, technical assistance, mentoring and coaching supports, and online models of professional development. Through these diverse training modalities, Arkansas seeks to address the different learning styles and needs of its early care and education workforce as well as reach as many providers as possible, particularly those in rural communities.

Currently in the Arkansas professional development system approaches such as mentoring, coaching, and consultation are embedded in various training projects, and the state has been building and promoting a culture of Relationship-Based Professional Development (RBPDP) for more than 10 years^[32]. These supports are meant to help early care and education professionals cultivate their skills across a range of competencies through individualized, ongoing feedback and reflective practice with another professional.

An example of RBPDP in Arkansas is the Project PLAY that provides teachers (and families) with early childhood mental health consultation (ECMHC) services regarding children's challenging behavior and mental health. During 2012–2013, Project PLAY partnered with a total of 31 child care centers and 145 teachers. ECMHC program consultants made 679 site visits to provide consultation services, and conducted 90 trainings for continuing education credits^[33]. Innovative solutions are being developed to address issues of access and efficiency. For example, MyTeachingPartner is a cutting-edge program that essentially employs coaching practices through web-mediated remote consultation and video libraries of effective teaching practices.^[34]

The Need for Better Data.

The TAPP registry is a strong first step in understanding the qualifications and quality of various providers. However not all providers participate in the registry and others do not have accurate or updated data entry for their staff. Connections between the early childhood education and K-12, higher education, and workforce data need to be strengthened and included as part of the State Longitudinal Data System.

The information gained through this expansion will provide state leadership and early childhood stakeholders with more complete information on the educational levels of staff working in licensed child care facilities; promote the assignment of unique identifiers (FERPA compliant) for early childhood practitioners; foster understanding of the educational qualifications, credentials, and degrees of the of the early childhood workforce; recognize trainer qualifications as a means for approving training that is aligned to the workforce knowledge and competencies; and increase the state's ability to more accurately identify and target training needs throughout the state. The state believes that expansion of the TAPP registry database will provide the data needed to publicly report aggregated data on the status of the early childhood workforce, including education level and retention. However, the state must first conduct a workforce study in order to obtain baseline data.

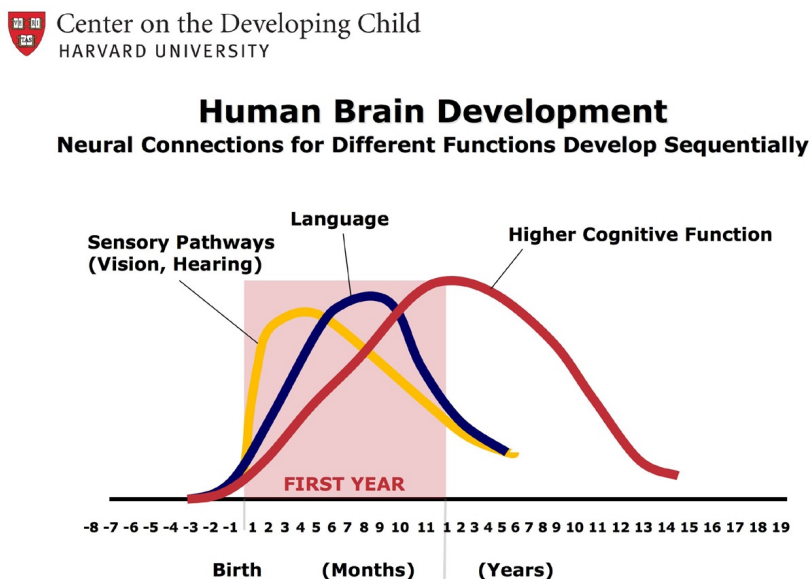
SECTION 4: RETURN ON INVESTMENT FOR EARLY CHILDHOOD EDUCATION

Research in Support of Early Childhood Education

Over the past 15 years, new research developments have dramatically changed the way we think about early childhood education. The early childhood period (birth to age 5) is a time of rapid brain development.^[35] Researchers estimate that 80 percent of brain development occurs before children enter kindergarten. For this reason, early experiences are the foundation on which all later learning is built. Investing at this early point provides the most efficient and effective intervention to ensure later success in school. Pre-K not only provides for early learning, but also helps children develop the social skills they need to be successful in the classroom. It is the entry point for early treatment of developmental delays, treatment that can be less expensive and more successful than remedial efforts down the road. Several studies have shown that there is a significant return on investment for pre-k. Other studies such as the National Institute for Early Education Research (NIEER) and the Federal Reserve Bank support these findings.

Early childhood experiences play a large role in determining how brain connections or “wiring” are formed. Babies start to understand the link between words and their meanings as early as the age of 6 months. This sets the stage for language development and later reading. The chart below^[36] shows when these brain connections

Figure 17: Human Brain Development



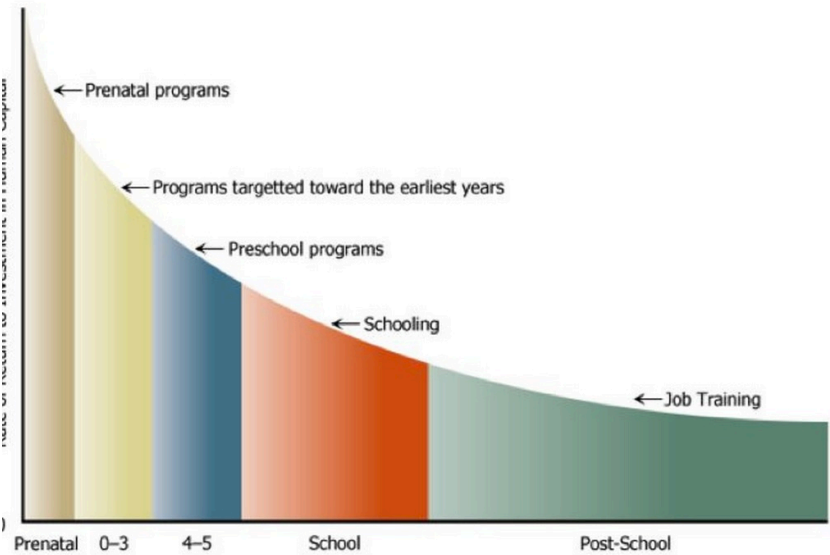
actually happen. Brain development related to vision and hearing and language peaks before a child celebrates her first birthday. The connections related to higher cognitive function (e.g., memory, comprehension, and problem solving) peak a little later, but still well before a child begins pre-K.^[37]

James Heckman, a Nobel Prize winning economist from the University of Chicago, has led a consortium of economists, psychologists, statisticians, and neuroscientists whose research shows that early childhood development directly influences economic, health and social outcomes for individuals and society. They have found that 1) early childhood development drives success

in school and life, and 2) investing in early childhood education for at-risk children is an effective strategy for reducing social costs. They believe the best way to reduce deficits and strengthen the economy is to make significant investments in early childhood education.

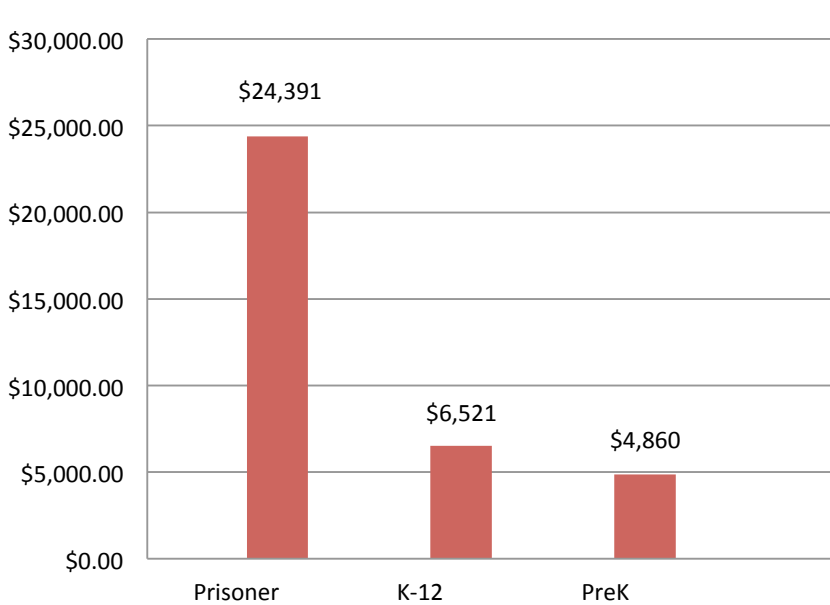
Heckman’s analysis of the Perry Preschool program shows a 7 percent to 10 percent per year return on investment based on increased school and career achievement as well as reduced costs in remedial education, health, and criminal justice expenditures. By the time they reach age 20, adults who attended the Chicago Child-Parent Center’s half-day public preschool programs were estimated to be more likely to have finished high school, and were less likely to have been held back, need remedial help, or have been arrested. The estimated return on investment was \$7 for every one dollar invested. Further, Heckman’s research has found that the younger the age at which education investments are made, the greater the return. Figure 18 shows that the return is greatest between the ages of 0 and 3, when the brains of young children are developing the fastest, and decreases through preschool, K-12 education, and post high school.

Figure 18.



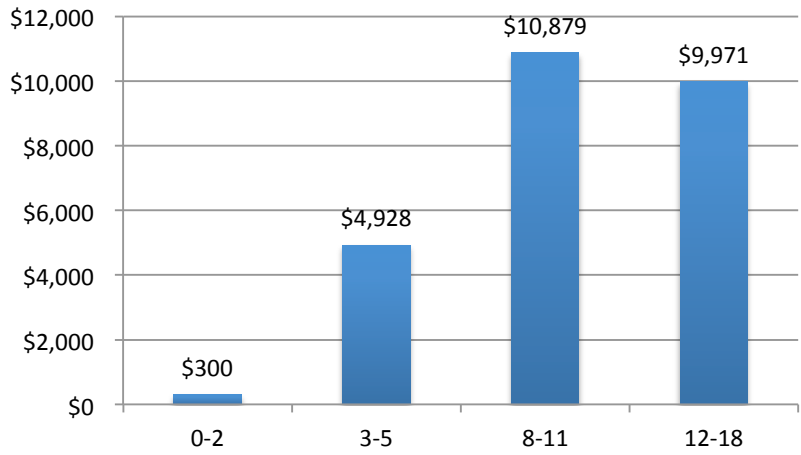
Investing in early childhood education to increase high school graduation rates would boost Arkansas’s economy. A five percent increase in male high school graduation rates is estimated to save Arkansas \$53 million in annual incarceration costs and crime-related expenditures. If that same five percent not only graduated but also went on to college at the same rate as typical male high school graduates, their average earnings would accrue an additional \$25 million annually. If just one year’s high school dropouts could be converted to high school graduates, Arkansas households would have an additional \$2.7 billion in accumulated wealth over the lifetime of the students from the graduating class.^[38]

Figure 19: Cost per program per year



Data on local, state, and federal government investments in education, however, show that the United States spends the least amount per child when the return is the highest (See Figure 20 on next page). The per capita expenditure on education and early care is just \$300 for children from birth to age 2. For children ages 3 to 5, the per capita expenditures are \$4,928, reflecting increased investments in pre-K in recent years. However, this is less than half of the \$10,879 per capita spent on children ages 6 to 11.^[39]

Figure 20: Per capita expenditures on education, by age

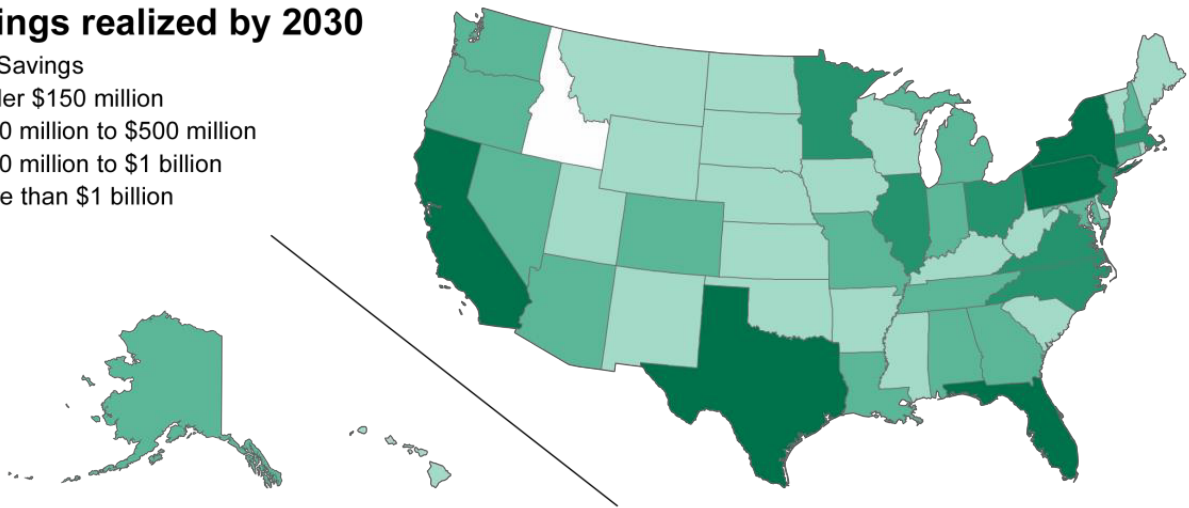


The National Institute for Early Education Research (NIEER) projected savings to all states who invest in full-time preschool for all children under 200 percent of the Federal Poverty Level. See Figure 21 below. The quality of preschool was assumed to be on par with New Jersey’s Abbot pre-K program. Within 20 years, Arkansas would save \$25 million just based on less grade retention and lower special education costs.^[40] This estimate is conservative. It does not include the potential for on-going federal funding, and it does not consider additional benefits, such as less incarceration and less use of public assistance. In a poor state with a largely under-educated workforce, investing early in our children is a strong strategy for building a strong workforce.

Figure 21: Savings Projection as a result of investment in Pre-K

Savings realized by 2030

- No Savings
- Under \$150 million
- \$150 million to \$500 million
- \$500 million to \$1 billion
- More than \$1 billion



Using School Funding Formulas to Support Pre-K

In general, states have funded pre-K in three ways: 1) grant programs that are subject to annual appropriations, 2) supplements to the federal Head Start program, and 3) school funding formulas. This last option provides per-pupil funding as part of a state’s overall public education budget and allocates state resources to school districts based on established calculations that account for district needs and children’s risk factors. Fourteen states provide pre-K funding through state funding formulas, but they take different approaches to this financing strategy.

- Directly Applying the K-12 Formula – Some states fund early education at the same per-pupil rate as K-12, without adjusting it to reflect the actual cost of providing pre-K.
- Weighting the K-12 Formula – Other states account for the high per-pupil costs of quality pre-K programs by giving more “weight” to pre-K children than K-12 students in determining allocations. Oklahoma funds both full- and half-day programs, weighting pre-K per child allocations at 130 percent and 70 percent of the K-12 rate, respectively.

- **Funding Pre-K Through Categorical Aid** - In some states, foundation aid may not specifically designate pre-K funding, but the formula can include other resources for that purpose. Maryland provides categorical aid based on the number of low-income students, and one required use of those funds is to provide pre-K for all low-income four year olds.
- **Capping Pre-K Allocations** - Some states cap the number of children to be served in or the amount of formula funding to be spent on pre-K in a given year. In Kansas, the funding is provided to districts through a weighted formula, but the state's board of education annually determines the total amount of funding available for pre-K.

The following should be taken into account when contemplating using a school funding formula approach for pre-K:

- **Ensure the Funding Formula Reflects the True Cost of High-Quality Pre-K.** In 2008, New Jersey passed a law that set differentiated pre-K allocations per child, based on the setting where the care is provided. These rates were based on an analysis of actual expenditures conducted by the state department of education. The allocations included in the 2008 act were \$11,506 for public schools and \$12,934 for licensed child care programs.
- **Encourage or Require School Districts to Partner with Community-Based Providers** – Head Start, child care centers, faith-based organizations, and other non-school settings that can meet quality standards should be engaged to deliver state pre-K and should be included in each district's planning process.
- **Phase in Formula Funding for Pre-K Programs** – Embedding pre-K into a school funding formula without a well thought-out plan may strain a state's fiscal capacity. States should add districts or programs to the formula gradually. Policymakers can establish grants for new pre-K efforts before transferring them to the formula, allowing time for these programs to demonstrate their capacity to meet quality standards and for the state to secure sufficient funds in the formula. States can offer formula funding to more districts over time, beginning with those serving the most at-risk populations or those with the most existing capacity.

[41]

SECTION 5. PROGRAM MODELS AND EVALUATIONS

To evaluate programs, it is necessary to know how standards apply to the program. In these discussions several types of standards are referenced.

- NIEER Pre-K policy standards
- Early Childhood Learning Standards
- Tiered Quality Rating and Improvement System (TQRIS)

NIEER Pre-K policy standards

In addition to the standards developed by the National Institute for Early Education Research (NIEER) for pre-K programs, NIEER also provides an annual compilation of state reports indicating how the states rank in meeting the standards. NIEER reports on 10 critical areas related to quality. States are credited with meeting each standard when state policy meets or exceeds the related benchmark standard. No state's prekindergarten policies should be considered satisfactory unless at least all 10 benchmarks are met.^[42]

Of the 10 standards used to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, targeting class sizes of 20 children at the most with no more than 10 children per staff member. State early learning standards should cover all areas identified as fundamental by the National Education Goals Panel—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Other areas that states are evaluated on include the comprehensive services that preschool education programs should be expected to offer. Programs should pro-

vide at least one meal; vision, hearing, and health screenings and referrals; and other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.

These are policy standards used in the NIEER rating. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state minimum standards. It is necessary to have a way to ensure that individual pre-K programs meet those standards. Therefore, programs should require, at a minimum, that all sites are visited for program quality at least once every five years to enforce standards and ensure high-quality education in state-funded preschool programs.^[43]

Figure 22: NIEER Standard

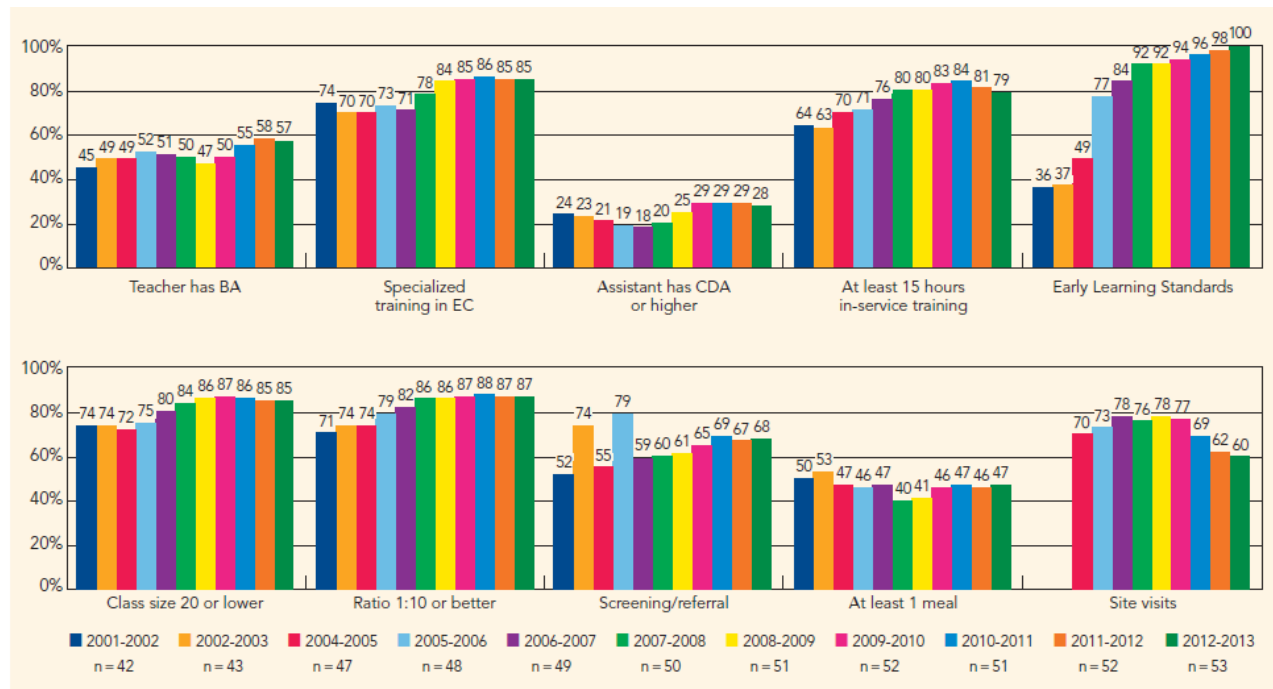
Policy Standard		Description
1	Early learning standards	National Education Goals Panel content areas covered by state learning
2	Teacher degree	Lead teacher must have a BA, at minimum
3	Teacher specialized training	Lead teacher must have specialized training in a pre-K area
4	Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
5	Teacher in-service	Teacher must receive at least 15 hours/year of in-service
6	Maximum class size	Maximum number of children per classroom must be 20 or fewer
7	Staff-child ratio	Lowest acceptable ratio of staff to children in classroom is 1:10 or better
8	Screening/referral and support services	Screenings and referrals for vision, hearing, and health must be required;
9	Meals	At least one meal must be required daily
10	Monitoring	Site visits must be used to demonstrate ongoing adherence to state program standards

Figure 23 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2012-2013. Only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington. Another eight states met eight benchmarks.

Arkansas does not meet the standard for teacher degree. Nearly 60 percent of states do meet the NIEER standard that pre-K teachers have BA degrees. Arkansas policy requires a BA per every three classrooms (usually designated as lead teacher) with two-year or AA degrees for all other teachers.^[44] The lead teacher in a public school must hold a standard Arkansas teacher license with P-4 certification.

The lead teacher in a nonpublic-school-based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan, while they are completing coursework to obtain minimum credentialing.

Figure 23: Percent of State Pre-K Programs Meeting NIEER Benchmarks 2002-2013



Source: NIEER 2013 Yearbook

Early Childhood Learning Standards.

In addition to meeting certain policy standards, the NIEER says that states should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel.^[45] These standards are comparable to K-12 standards like the former Arkansas Curriculum Frameworks or its replacement the Common Core State Standards. They set the goals for what children should learn. Arkansas's current Early Childhood Education Framework Handbook for Three and Four Year Old Children^[46] was most recently revised in 2004. See the website for the complete handbook. The following elements are addressed in the framework document:

- Environment – physical and social-emotional
- Diversity
- Family
- Strategies that support learning

One goal of DCCECE has been to update the standards to ensure they are aligned with current kindergarten standards so that there is no disconnect in preparing children to be successful in the K-12 setting. It was announced July 10, 2014, that the Arkansas Department of Human Services Division of Child Care and Early Childhood Education will receive a \$1 million grant from the W.K. Kellogg Foundation to redesign the birth-to-five standards and identify a new kindergarten entry-assessment tool.

Tiered Quality Rating Improvement System (TQRIS)

In addition to the Arkansas Better Chance program for quality pre-K programs, Arkansas encourages all other child care providers to participate in the Better Beginnings program. In July 2014, Better Beginnings participation was required for all programs using vouchers. Better Beginnings is Arkansas's Tiered Quality Rating Improvement System for family child care homes, center-based care, and school-age care for programs offered before and after school, as well as during the summer. It is an evaluation methodology that rates programs as one-star, two-star, or three-star based on their status in the system. The standards are based on caregiver training,

business practices, facility requirements, parent engagement, and the availability of developmental programs and physical activities for the children. This is separate and in addition to the state's child care licensing and monitoring for minimum compliance requirements.

Arkansas has a nearly 20 year history of conducting Environment Rating Scale (ERS) assessments for the purpose of program improvement. Arkansas was the first state to use the Environment Rating Scales for high stakes assessments in its then Quality Accreditation program and the Arkansas Better Chance program. Arkansas State University Childhood Services (ASU CHS) conducts program evaluations through a contract with DCCECE. ASU CHS conducts ERS assessments in accordance with the guidelines and regulations of the Better Beginnings and Arkansas Better Chance programs. ASU CHS works to improve each provider's understanding of and participation in the assessment process. ERS Summary Reports are provided following each environmental assessment to validate program growth and achievement and to assist each program in making systematic changes to improve the daily experience that children and teachers share in an early childhood setting.

Longitudinal Research Studies

Independent evaluations of the Arkansas Better Chance program are based on outcomes for students. Two studies have been conducted and key findings are provided here.

Arkansas Research Center

The study released in 2013, reports that in Arkansas, the gap between economically-disadvantaged students and their more affluent peers is apparent as soon as children enter kindergarten. The instrument used to measure development at kindergarten entry in Arkansas is the Qualls Early Learning Inventory (QELI)—more specifically the General Knowledge subtest is used to rate children for these purposes as developed or not developed. For students with no known pre-K experience, 70 percent from higher income families entered kindergarten with a rating of developed, while only 41 percent of economically disadvantaged students were developed. ABC improves the percentage of children entering kindergarten developed; 50 percent of economically disadvantaged students that attended ABC were developed—nearly 10 percent more students than those with no known pre-K experience.

A gap remains between economically-disadvantaged and higher-income peers entering kindergarten even with ABC support. While 50 percent of ABC students were considered developed, 64 percent of higher-income students were considered developed. ABC does reduce the size of the gap. The gap for disadvantaged no-known pre-school students is 30 percent. ABC cut by more than half the difference (14%).^[47]

NIEER at Rutgers University

The National Institute for Early Education Research (NIEER) at Rutgers University conducted a longitudinal study of the Arkansas Better Chance (ABC) prekindergarten program to estimate the effects of state-funded pre-K in Arkansas on children's language, mathematics, and literacy skills through fourth grade.

Positive effects were found at the end of first and second grade for language, math, and literacy, and at the end of third grade for literacy. These effects are more pronounced when factoring in only children who did not attend another preschool program in the comparison group. When children who attended a preschool program other than the ABC initiative are included the differences are smaller.

One explanation for estimated effects falling off at the end of third grade is provided by another important finding from this study: children who attended ABC were less likely to be retained in grade. This is a key indication that schools are expending extra effort to help those most behind catch up, which disproportionately helps children who did not attend the ABC program. While effective, these efforts are expensive, and may include extra teacher time in the classroom, remedial programs, and even special education. These efforts may gradually reduce the test score advantages for ABC children in later years, but at a substantial cost. According to the

report's authors, the finding that children who attended ABC pre-K were less likely to have been retained by the end of third grade than those who did not attend any pre-K deserves attention.^[48]

This study began in 2005 before the large expansion of the ABC program from 2005 to 2008.

Fade-out

Fade-out is the idea that while students who participate in pre-K start kindergarten at an advanced level compared to students who don't attend pre-K, the advantage fades-out by the fourth grade. The 2012 National Head Start Impact Study is the chief source of this idea.^[49] The following are bulleted points of more in-depth studies that refute the supporters of the fade-out theory.

The fadeout myth is based on selective research. Critics argue that gains made through pre-K disappear by third grade. But even these critics agree low-income pre-K kids start kindergarten ahead of their peers.^[50]

These results don't account for the benefits throughout school years and adult life. Disadvantaged children who receive quality early childhood education are more likely to persist in school, enjoy better career outcomes, higher wages and healthier lifestyles. These findings can be found in analysis of the Perry Preschool Project and Abecedarian in the United States, as well as the British Cohort Study in Great Britain, all of which are randomized control studies with longitudinal data that spans for 35 years or more.^[51]

While Perry Preschool and Abecedarian projects were small demonstration projects, the Chicago Child-Parent Center (CPC) project also has provided evidence that large-scale federally funded projects may also produce long-term positive effects. Low-income children from urban areas who completed one or two preschool years in the program required less special education and grade retention, had higher high school completion rates, and had fewer arrests at age 20^[52].

Nobel Laureate Economist James Heckman found that the social and emotional skills learned through early childhood education were the major drivers of success in school, career, and life among the Perry treatment group, who far outperform the control group in adult outcomes. Heckman also finds that "Head Start graduates tend to be more persistent in their education, more inclined to healthy behaviors, and less inclined to be involved in criminal activity."^[53]

The same report cited by critics also reported that improvements in kindergarten test scores had other outcomes such as higher lifetime earnings, more likely college attendance, retirement savings, home ownership, and residence in a better neighborhood. One study referenced within the Head Start Research report noted that Head Start kids completed more years of school, had less self-reported misconduct at age 15, fewer felony arrests, and fewer property crime arrests than those who received direct instruction.^[54]

Potential flaws in the 2012 National Head Start Impact Study have been noted. On the topic of fadeout, the Impact Study was flawed because many in the control group were allowed to attend other preschool programs, including Head Start programs in other locations. The parity may well develop because the study compares children with similar experiences.^[55]

Evaluators of early model preschool programs have followed participants into adulthood and offer evidence that high quality child care has long-term benefits. For instance, the randomly assigned treatment group participating in the High/Scope Perry Preschool Project in the sixties has experienced fewer arrests and higher incomes with less use of public assistance than the control group^[56].

Another model program with a randomized evaluation, the Carolina Abecedarian Project, provided full-day, year-round care to children believed to be at risk for developmental delays from birth to age 5. Following these

children into adulthood, researchers found that participants in the preschool treatment group were more likely to have sustained better math and reading abilities and to have completed college. They were also less likely to have repeated a grade, to have required special education, or to have become teenage parents^[57]

Next Steps

Future plans are to develop strategies to assess and evaluate program outcomes for participating children based on years in programs, program size, program provider (public school, private), and staff qualifications. Making finer distinctions in the outcomes should permit more targeted policy adjustments if necessary. This will also allow policy makers to identify which programs [not people or students] have the most successful models for replication.

SECTION 6: UNDERSERVED POPULATIONS

With its comparatively high level of poverty among children under 5, Arkansas's resources to meet the needs of low-income children are insufficient. Another complicating factor is that 44 percent^[58] of the state's youngest children live in areas of the state classified as rural with substantial service delivery challenges in many of the more isolated rural areas. The following chart shows the number and percentage of children from low-income families in the state.

Figure 24: Children from Low-Income Families by Age^[59]

	Number of Children from Low-Income Families in the State	Children from Low-Income Families as a Percentage of all Children in the State
Infants under age 1	22,815	60%
Toddlers ages 1-2	46,372	60%
Preschoolers ages 3-Kindergarten Entry	68,943	57%
Total children Birth to Kindergarten Entry from Low-Income Families	139,396	59%

According to the Annie E. Casey Foundation only two states have higher percentages of children living in low-income households—New Mexico at 60 percent and Mississippi at 63 percent.^[60] When these low-income children have additional needs, the ability of current early childhood education programs to meet increased levels of need is strained. Underserved low-income children may have physical or developmental disabilities, live in unstable homes, or in homes where English is not spoken. They have needs for more resources than even other low-income peers, yet they often have less access to programs and providers that can meet their needs. The discussion below provides an examination of some population groups with high needs for educational resources and opportunities.

Figure 25: Special Populations of Children

	Number of Children from Birth to Kindergarten entry	Percentage of Children from Birth to Kindergarten entry
Disabilities or Developmental Delays	16,415	7%
English Language Learners	24,808	10%
Migrant	1,476	0.06%
Homeless	7,918	3%
Foster Care	1,553	0.06%
Births to Teen Parents ³	4,845	0.051%

Note: Birth to Teen Parents represents only birth to age one.

The table below represents participation by all low-income children (High Needs). Some children may participate in multiple Early Learning and Developmental programs. Children participating in programs that are part of the Individuals with Disabilities Education Act (IDEA) typically have experienced development delays.

Figure 26: Participation of Children with High Needs in Different Types of Early Learning and Developmental Programs, by Age^[62]

Program Name	Number of Children with High Needs Participating in the Program			
	Birth to 1	Age 1 to 2	Age 3 to Kindergarten Entry	Total
Arkansas Better Chance	92	902	23,300	24,294
Early Head Start and Head Start	562	1,329	10,034	11,925
IDEA Part C and Part B Sect. 619	382	2,748	10,331	13,461
Title I of ESEA	0	0	7,356	7,356
DHS-Child Care D F Program	4,329	5,287	4,010	13,626
ABC-Funded Home Visiting	N/A	N/A	4,165	4,165
MIECHV Funded Programs	436	176	560	1,172

Children with Physical and Developmental Disabilities

Children with physical or developmental needs or both have more limited choices for child care facilities and programs that can meet their needs.

Child health screenings for all children are an important tool in recognizing needs early when interventions can be most successful. They indicate when specialized programs and services are needed to ensure the best outcome for a child. More than half of the low-income children under age 6 in North Carolina and Massachusetts received a developmental screening, compared to 18 percent in Mississippi and North Dakota.^[63] Nationally, seven percent of higher-income and 15 percent of low-income children identified as having developmental delays never received any services.^[64]

Arkansas ranked 36th nationally, with 25 percent receiving developmental screening. A total of 49,089 children under age 6 (25 percent) have received screening(s).^[65]

The table here shows the number of children with various disabilities that are enrolled in preschool programs.

Figure 27: Children with Disabilities Enrolled in ABC Programs

Disability	# Enrolled in ABC program ^[66]
Attention Deficit and related disorders	2
Asthma and related disorders	3
Autism and related disorders	30
Developmental Delays and related disorders	850
Unspecified Multiple Disabilities	4011
Emotional Disabilities and related disorders	35
Epilepsy and related disorders	15
Hearing and related disorders	1
Learning disabilities and related disorders	62
Other impairments	68
Speech and language and related disorders	1124
Visual impairments and related disorders	13

These programs provide early intervention/early childhood services to children in Arkansas.

Figure 28: Programs in Arkansas Providing Early Intervention/Early Childhood Services to Children with Disabilities

Program ⁶⁷	Program Year	Birth through Age 2	Age 3 through Age 5
First Connections	SFY-2014 thru Nov. 1, 2014	1,378	N/A
Child Health Management Services (CHMS)	SFY-2014	3,232	2,120
Developmental Day Treatment Clinic Services (DDTCS) ⁶⁸	SFY-2014	3,949	3,302

First Connections is a DHS program that serves families with children birth to thirty-six months who:

- Have a developmental delay in one or more areas of development. This delay must be 25 percent or more of their chronological age.
- Have a medical diagnosis that has a high probability of resulting in a developmental delay.

Child Health Management Services (CHMS) provide:

- Full medical multidiscipline diagnosis, evaluation, and treatment of developmental delays in Medicaid recipients
- Diagnostic, screening, evaluation, preventive, therapeutic, palliative, or rehabilitative services, including early intervention day treatment services.[68]

Developmental Day Treatment Clinic Services (DDTCS) serves infants and toddlers with chronic medical conditions.

English Language Learners

English Language Learners are currently being served through several types of programs. About 10 percent or almost 24,800 of the state's children from birth to kindergarten entry are English language learners^[69]. The majority of English language learners are Latino but other groups have some significant numbers as well, e.g., Marshallese, Vietnamese, and Hmong. Generally speaking the Marshallese and Hmong are located in northwest Arkansas and a large percentage of the non-English speaking Vietnamese are located in the Fort Smith area.

Certain areas of the state with large populations of English language learners need more capacity to serve non-English speaking families. Conversely, areas of the state with just one or two non-English speaking families may have fewer resources to assist with interpretation and education. Making the needs even more difficult to address are relatively high rates of poverty among the families of English language learners.

Washington County has the highest population of Latino Children under 5 living in poverty with 1,884.^[70] Washington is followed by Benton, Sebastian, and Pulaski Counties. In fact, these four counties are home to over 55 percent of the state's low-income^[71] Latino children under age 5.

The five counties with the highest rate of Latino children under 5 living in poverty as a percentage of all children under 5 living in poverty are Sevier (De Queen) 62.3 percent, Yell (Booneville) 59.5 percent, Carroll (Eureka Springs) 47.4 percent, Benton (Bentonville) 44.8 percent, and Washington (Springdale) 40.2 percent. The rate for the state as a whole is 17.8 percent.^[72]

Figure 29: Enrollment in ABC Programs by Primary Language

Child's Primary Language	# Enrolled in ABC program
Spanish	4594
Languages Other than English	327

Recent studies point out the value of high-quality pre-K programs for English Language Learners. In 2009, Claudia Galindo reported on the education disadvantages of English language learners (ELL). She noted that at kindergarten entry, ELL students have significantly lower scores than their peers. The differences decline over time but remain through grade five. She concludes that interventions to improve language for minority students' should begin with preschool education. She also stresses the need to invest in highly-effective pre-K programs and highly-effective staff for such programs.^[73]

Maggie Severns of New America Foundation published a study ^[74] in 2012 reviewing Illinois strategies for early learning for ELL students. Illinois changed their state law to include state-funded pre-K in public school effort to help ELL students. Now teachers must have English as Second Language credentials. Teacher training programs and pre-K training programs are adjusting to the new requirements. The new measures also call for pre-K providers to receive financial support for the resources for ELL students. Longitudinal outcomes are to be tracked and funding for evaluation studies is to be established. Finally the law seeks to improve alignment between pre-K and K-12.



Disadvantageous Home Environments

Young teen parents are faced with a multitude of challenges in caring for themselves. The additional responsibility of caring for a young child may be beyond their capacity. Foster children also face long odds. Separation weakens family bonds and even short-term stints in foster care can be disruptive to a child's learning trajectory. It is also true that foster care can provide respites from troubled home settings that may be beneficial to a child. Migrant or homeless families also are not able to provide a stable home environment that is most conducive to learning. Some children may fall into more than one group of these classifications.

Figure 30: Disadvantageous Home Environment Populations and Enrollment in ABC Programs

Children Born to Teens ⁷⁵	Birth to Age One	% of Children 0 to K
Total Teen Births for one year	4,845	5.1%
Estimated Children Born to Teens 0-5	24,225	5.1%

Foster Children	Birth to Kindergarten Entry	% of Children 0 to K
Children who are in Foster Care ⁷⁶	1,553	0.06%
Foster children in ABC program	305	

Homeless Children	Birth to Five	% of Children 0 to K
Children who are Homeless ⁷⁷	3,442	
Homeless Children In ABC program	189	

Migrant Children	Birth to Five	% of Children 0 to K
Children who are Migrant estimates based on ADE data ⁷⁸	1295 ⁷⁹	
Migrant Children in ABC Program	41	
Children Age 1-5 who Moved from different County within state ⁸⁰		3.3%
Children Age 1-5 who Moved		3.3%

There are no officially housed pre-school programs provided by the Arkansas Migrant Education Program (ARMEP); however, ARMEP provides limited services and resources to preschool children and their families. In 2012-2013, 394 preschool children were served by ARMEP in districts across the state. The large majority of the supports were services such as materials, supplies, books, informational packets, transportation, nutrition, limited health services, and referrals to other service providers.

The South Arkansas Migrant Education Cooperative located in Hope, AR provides some instructional services to three and four year old preschool age students. A preschool advocate provides instructional services in the child's home approximately four times per year. Preschool children are included in summer home visits completed in each project school district. In the 2012-2013 program year, 56 migrant children received these instructional services^[81].

Figure 31: 2013 Preschool Migrant children served by the Migrant Service Educational Cooperative

Migrant Education Cooperative	Children Served
Boston Mountain, West Fork, AR	49
Northeast Arkansas, Bald Knob, AR	205
Western Arkansas , Branch, AR	36
South Arkansas, Hope, AR	104

Home Visiting Programs to Support Underserved Families

Home visiting programs meet needs for children who are not in center-based programs. There are several varieties of home visiting programs, each targeting different client needs and different age groups. These programs are a valuable resource for addressing needs for underserved children.

Figure 32: Participation of Children with High Needs in Different Types of Early Learning and Developmental Programs, by age^[82]

Type of Early Learning Program	Infants under age 1	Toddlers ages 1 through 2	Pre-schoolers ages three until kindergarten entry	Total
ABC-funded Home Visiting programs	N/A	N/A	4,165	4,165
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	436	176	560	1,122

Conversely, 90.4 percent of Arkansas families with children birth to three did not receive a new parent home visit. ^[83]

SUMMARY AND RECOMMENDATIONS

Access. Arkansas early childhood education programs (including Arkansas Better Chance, Head Start and children supported through vouchers in Level 3 of the Better Beginnings program) serve about 56 percent of eligible 3- and 4-year olds. Some areas of the state have more needs for additional child care slots than others. Of the 18 census areas, southwest Arkansas has much less access for its children. Populous areas such as Benton, Washington, Faulkner, Lonoke, and Saline Counties also have much unmet need. Only 2.9 percent of our eligible children from birth through age two are served by ABC, Head Start or through vouchers to Level 3 Better Beginnings programs. In addition to limitations in the number of funded slots available, concerns about availability of facilities and transportation also limit the ability to serve all of the eligible children in families at 200 percent of the federal poverty level.

Funding Needs. The ABC program is Arkansas's quality pre-K program for 3- and 4-year-olds. It funds providers at 60 percent of a cost model developed in 2008. The program currently funds \$4,860 per student each year for both center-based and licensed family homes. This amount must cover rent or lease for the facilities as well. The 40 percent of necessary funding required as match is ostensibly to come from the providers themselves. If state K-12 foundation funding were scaled to provide staff for class sizes of 10 students as is required in pre-K, foundation funding would equal \$10,460 per student. K-12 facilities are funded separately in addition to the

foundation amount. Standards should be increased to require a bachelor's level teacher in each classroom, but there is no funding for that increased cost. The last funding increase for the program was in 2008. In the ensuing seven years, there has been no increase for ABC, not even a cost of living increase. During that time, K-12 adequacy-designated programs were increased by 13.84 percent. There is even less state assistance available for infants and toddlers.

Staffing. The Arkansas early childhood education workforce is diverse in terms of educational qualifications, professional development opportunities, and availability in rural areas of the state. To improve in quality, programs must increase the education levels of their staff, reduce class size, and improve professional development. ABC requires one teacher with a Bachelor's degree per twenty students or for every two classrooms. Proposed rules state that a child care center director should have a Bachelor's degree or lower credential with more experience.

Arkansas has a system called the Traveling Arkansas Professional Pathways (TAPP) that consists of the Arkansas Key Content Areas and Competencies, a "roadmap" or structure to show progression in training and competencies, and a registry tracking practitioners, trainers, and available training. Efforts are underway to provide new options for working early childhood teachers to increase their credentials and training.

Funding Models and Return on Investment. Several studies have reported on the return on investment for pre-K. James Heckman, a Nobel prize winning economist from the University of Chicago, has led a consortium of specialists whose research shows that early childhood development directly influences economic, health and social outcomes for individuals and society. Heckman's analysis of the Perry Preschool program shows a 7 percent to 10 percent per year return on investment based on increased school and career achievement as well as reduced costs in remedial education, health, and criminal justice expenditures. Other studies such as the National Institute for Early Education Research (NIEER) and the Federal Reserve Bank support these findings. Some states fund pre-k through their K-12 formula. Of those that do, some weight the formula for higher costs of threes and fours. Oklahoma weights their K-12 formula at 130 percent of the K-12 rate for full day programs.

Evaluation of Early Childhood Education. NIEER has developed pre-k policy standards. Of the 10 standards used to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, targeting class sizes of 20 children at the most with no more than 10 children per staff member. Arkansas ranks high, meeting 9 of the 10 standards. Arkansas does not meet the standard for teacher degree. Five states meet all 10 benchmarks.

One goal of DCCECE has been to update the standards for the education program in pre-k to ensure they are aligned with current kindergarten standards so that there is no disconnect in preparing children to be successful in the K-12 setting. It was announced July 10, 2014 that the Arkansas Department of Human Services Division of Child Care and Early Childhood Education will receive a \$1 million grant from the W.K. Kellogg Foundation to redesign the birth-to-5 standards and identify a new kindergarten entry-assessment tool.

Arkansas has a Tiered Quality Rating System to evaluate all non-ABC child-care providers. Currently the programs have three levels. Arkansas's highest level-Level 3 is not equivalent to the highest level programs in other states.

There have been two longitudinal studies of the Arkansas Better Chance program. The study by the Arkansas Research Center found that for students with no known pre-k experience, 70 percent from higher-income families entered kindergarten with a rating of developed, while only 41 percent of economically disadvantaged students were developed. ABC improves the percentage of children entering kindergarten at the developed level. Half of

economically disadvantaged students that attended ABC were developed, nearly 10 percent more students than those with no known pre-K.

Underserved Populations. With its comparatively high level of poverty among children under five, Arkansas's resources to meet the needs of low-income children is difficult. Additional concerns include substantial service delivery challenges in many of the more isolated rural areas. When low-income children have special needs, the ability of current early childhood education programs to meet increased levels of need is strained. Underserved low-income children may have physical or developmental disabilities, live in unstable homes, or in homes where English is not spoken. They have needs for more resources than even other low-income peers, yet they often have less access to programs and providers that can meet their needs.

Recommendations.

- Arkansas should invest in its future workforce through early childhood education.
- Additional funding is needed to sustain the current Arkansas Better Chance program at its current level of service. It would take \$14 million to equal the Consumer Price Index since the last funding increase.
- To expand the reach of the Arkansas Better Chance program, additional need must be met for eligible 3- and 4-year-olds at the current eligibility requirement of 200 percent of the federal poverty level.
- Programs to expand access to children beyond the 200 percent of FPL, should be considered after funding current slots and funding access at the current eligibility level.
- Other licensed child care providers, including those serving infants and toddlers, need funding and incentives to improve quality by reducing class sizes and raising credentials required for care-givers.

END NOTES

^[1]Kids Count Data Center. <http://datacenter.kidscount.org/data/tables/249-children-under-18-living-in-poverty?loc=5&loct=2#-detailed/2/any/false/868,867,133,38,35/any/8457,8458> and Arkansas Department of Education Unpublished State Aid Data Spreadsheet.

^[2]Center on the Developing Child. . InBrief: The Science of Early Childhood Development. Cambridge, MA: Harvard University, 2007. http://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_the_science_of_ecd/

^[3]FPL for a family of four in 2014 is \$47,700 according to the U.S. Department of Health and Human Services.

^[4]Office of Head Start, National Center on Program Management and Fiscal Operations. Poverty Guidelines and Determining Eligibility for Participation in Head Start Programs. Washington, DC: US Department of Health and Human Services, 2014. <http://edlkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/eligibility-enroll/income/PovertyGuideline.htm>

^[5]Public Use Microdata Areas (PUMAs) are non-overlapping areas that partition each state into areas containing about 100,000 residents. PUMAs were developed to be the most detailed geographic area available in the Public Use Microdata Samples (PUMS). Source: United States Census Bureau

^[6]Data from Arkansas Public School Computer Network (APSCN) NSL Expenditure by Program Code Cycle Report <http://www.apscn.org/reports/hld/cycle/cycle.htm>

^[7]NACCRRAware is software used by Child Care Resource and Referral (CCR&R) agencies to help parents locate providers and track child care services.

^[8]<http://www.arkleg.state.ar.us/education/K12/AdequacyReports/2014/2014-07-15/04-Matrix%202015,%20BLR.pdf> – link works but need more info; perhaps include table as an appendix instead

^[9]National Institute for Early Education Research (NIEER). New Tool Costs Out Quality Pre-K. *Preschool Matters*, (6)2. Brunswick, NJ: Rutgers University National Institute for Early Education Research, 2008. <http://nieer.org/publications/new-tool-costs-out-quality-pre-k>

^[10]Ibid.

^[11]Barbara Gault Ph.D, Anne W. Mitchell, Erica Williams, Judy Dey, and Olga Sorokina. Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs. Washington, DC: Institute for Women's Policy Research, March 2008. <http://www.iwpr.org/publications/pubs/meaningful-investments-in-pre-k-estimating-the-per-child-costs-of-quality-programs#sthash.WBsdVIgj.dpuf>

^[12]Moody's Analytics Projected 2015 Standard CPI – Urban consumer, all items February, 2014.

^[13]Gault et. al. Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs.

^[14]Ibid.

^[15]Helen Walton Early Childhood Initiatives Center. August 2014. The impact access to high quality childcare has on the workforce infrastructure in Northwest Arkansas.

^[16]Ibid.

^[17]Moody's Standard CPI-Urban consumer all items February, 2014.

^[18]Arkansas Department of Human Services Division of Child Care and Early Childhood Education (DCCECE). Arkansas Department of Education Rules Governing the Arkansas Better Chance Program. (2007). http://humanservices.arkansas.gov/dccece/abc_docs/ABCRules.pdf

^[19]Lorraine McKelvey, Ph.D and Melanie Chapin-Critz. July 2014 for Arkansas Department of Human Services Division of Child Care and Early Childhood Education, unpublished data.

^[20]Carl Sussman and Amy Gillman. "Building Early Childhood Facilities: What States Can Do to Create Supply and Promote Quality" in Preschool Policy Report. Brunswick, NJ: Rutgers University National Institute for Early Education Research April 2007.

^[21]Arkansas Rural Ed Association. Unpublished survey.

^[22]Sussman and Gillman. "Building Early Childhood Facilities: What States Can Do to Create Supply and Promote Quality".

^[23]Ibid.

^[24]Ibid.

^[25]Division of Child Care and Early Childhood Education, March 5, 2014. Unpublished Data Request.

^[26]Ibid.

^[27]Governor Mike Beebe and Tonya Williams, Director of DCCECE. Arkansas Race to the Top- Early Learning Challenge, application for initial funding submitted to the U.S. Department of Education , October 2013. <http://www2.ed.gov/programs/race-to-thetop-earlylearningchallenge/applications/2013-arkansas.pdf>

^[28]Arkansas Department of Human Services Division of Child Care and Early Childhood Education (DCCECE). "Arkansas TAPP Map." (2009). http://humanservices.arkansas.gov/dccece/dccece_documents/tapp%20map.pdf

^[29]Arkansas Race to the Top-Early Learning Challenge application

^[30]Arkansas Department of Higher Education. "Arkansas Course Transfer System-ACTS" website: <http://acts.adhe.edu/>

^[31]"Credit When It's Due to Bolster Arkansas College Completion Efforts", news release by Arkansas Association of Two-Year Colleges (AATYC), June 12, 2013. <http://www.aatyc.org/about-us/archive-news/657-credit-when-its-due-to-bolster-arkansas-college-completion-efforts.html>

^[32]Arkansas Race to the Top—Early Learning Challenge application 2013.

[33] Ibid.

[34] Ibid.

[35] Center on the Developing Child “InBrief: The science of early childhood development.”

[36] Ibid.

[37] Charles A. Nelson “Neural Plasticity and Human Development: The Role of Early Experience in Sculpting Memory Systems”. *Developmental Science* 3 (2000): 115-130.

[38] James J. Heckman. “Invest Early in Early Childhood Development as a Means to Deficit Reduction in Arkansas.” Chicago, IL: University of Chicago, The Heckman Equation Project, n.d. <http://www.heckmanequation.org/content/resource/invest-early-childhood-development-means-deficit-reduction-arkansas>

[39] Sara Edelstein, Julia Isaacs, Heather Hahn, and Katherine Toran, “How Do Public Investments in Children Vary with Age? A Kids’ Share Analysis of Expenditures in 2008 and 2011 by Age Group,” Washington, DC: The Urban Institute, October 2012. <http://www.urban.org/UploadedPDF/412676-How-Do-Public-Investments-in-Children-Vary-with-Age.pdf>

[40] W. Steven Barnett, Megan E. Carolan, James H. Squires, and Kirsty Clarke Browne. “Expanding access to quality pre-k is sound public policy” in *The State of Preschool 2013: Preschool Yearbook*. New Brunswick, NJ: Rutgers University National Institute for Early Education Research, 2013.

[41] Ellen Boylan and Shad White. “Formula for Success: Adding High-Quality Pre-K to State School Funding Formulas,” The Pew Charitable Trusts. May 27, 2010. <http://www.pewtrusts.org/en/research-and-analysis/reports/2010/05/27/formula-for-success-adding-high-quality-prek-to-state-school-funding-formulas>

[42] W. Steven Barnett, Megan E. Carolan, James H. Squires, and Kirsty Clarke Brown. *The State of Preschool 2013: Preschool Yearbook*. New Brunswick, NJ: Rutgers University National Institute for Early Education Research <http://nieer.org/sites/nieer/files/yearbook2013.pdf>

[43] *The State of Preschool 2013: Preschool Yearbook*, Ibid.

[44] *The State of Preschool 2013: Preschool Yearbook*, Ibid.

[45] National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC <http://www2.ed.gov/pubs/AchGoal1/goal1.html>

[46] The Early Education Task Force and Arkansas Early Childhood Commission. *Arkansas Early Childhood Education Framework Handbook for Three & Four Year Old Children* (2004 revision). Little Rock, AR: Arkansas DHS Division of Child Care and Early Childhood Education. <http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf>

[47] Sarah Argue and Greg Holland. *Arkansas Better Chance (ABC) Shrinks Gap in Kindergarten Readiness for Economically Disadvantaged Students*. Conway, AR, n.d. https://arc.arkansas.gov/arc_web/resources/publications/ABC_Shrinks_Gap.pdf

[48] Kwanghee Jung, W. Steven Barnett, Jason T. Hustedt, and Jessica Francis. *Longitudinal Effects of the Arkansas Better Chance Program: Findings from the First Grade Through the Fourth Grade*. New Brunswick, NJ: Rutgers University National Institute for Early Education Research, May 2013. <http://nieer.org/sites/nieer/files/Arkansas%20Longitudinal%20Report%20May2013n.pdf>

[49] Mike Puma, Stephen Bell, Ronna Cook, Camilla Heid, Pam Broene, Frank Jenkins, Andrew Mashburn, and Jason Downer. *Third Grade Follow-Up to the Head Start Impact Study Final Report*, OPRE Report #2012-45, Washington, DC: Office of Planning, Research and Evaluation, the Administration for Children and Families, U.S. Department of Health and Human Services, October 2012. http://www.acf.hhs.gov/sites/default/files/opre/head_start_report.pdf

[50] Ibid.

[51] First Five Years Fund. “Busting Early Childhood Education Myths- the Fadeout Myth” (December 2013). <http://ffyf.org/busting-early-childhood-education-myths-the-fadeout-myth/>

- [52] Janet Currie. “Early Childhood Intervention Programs: What Do We Know?” Brookings Roundtable on Children. April 2000
- [53] The Heckman Equation Project. “Getting Our Heads Around Headstart,” Chicago, IL: University of Chicago Heckman Equation Project, May 2013. <http://www.heckmanequation.org/content/getting-our-heads-around-head-start>
- [54] Ibid.
- [55] Ibid.
- [56] M. Nores, C.R. Belfield, W.S. Barnett, & L.J. Schweinhart, “Lifetime Effects: The HighScope Perry Preschool Study Through Age 40”, 2005.
- [57] Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Ramey et al., 2000.
- [58] Arkansas Race to the Top—Early Learning Challenge application 2013
- [59] The total number of children includes ages birth through age five. Data were calculated from the 2009–2011 American Community Survey, representing information from the years 2009 to 2011 and the National Center for Child Poverty. <http://www.nccp.org/tools> Retrieved October 10, 2013. Although infant/toddler data was only available as an aggregated estimate of the percentage low-income children under age three, specific numbers for the age ranges of >1 and 1–2 were extrapolated using the total number of children in these age ranges derived from 2011 Census data, published by Kids Count Data Center. <http://datacenter.kidscount.org/data#AR/2/0> Retrieved October 10, 2013.
- [60] The Annie E. Casey Foundation. The First Eight Years: Giving Kids a Foundation for Lifetime Success, KIDSCOUNT Policy Report, (2013) <http://www.aecf.org/m/resourcedoc/AECF-TheFirstEightYearsKCpolicyreport-2013.pdf>
- [61] Kids Count Data Center, “Total Teen Births by State: Arkansas,” Baltimore, MD: The Annie E. Casey Foundation, September 2013. <http://datacenter.kidscount.org/data/tables/6053-total-teen-births?loc=1&loct=1#detailed/2/5/false/867,133,38,35,18/any/12721,12722>
- [62] Arkansas Race to the Top-- Early Learning Challenge application 2013
- [63] The Annie E. Casey Foundation, Ibid.
- [64] The Annie E. Casey Foundation, Ibid.
- [65] Casey Supporting Data 11-13 All Child Trends State ECE data-1
- [66] Arkansas Research Center, Ibid.
- [67] Data from Arkansas Department of Human Services, Tracy Turner, May 30, 2014. Unpublished.
- [68] Arkansas Department of Human Services Division of Developmental Disabilities Services. DDS Director’s Office Policy Manual, March 2014. http://humanservices.arkansas.gov/procurementDocs/DDS-Admin_1089B_CHILDREN_proposed.pdf
- [69] Arkansas Race to the Top-- Early Learning Challenge application 2013
- [70] U.S. Census Bureau, American Community Survey, 2008-2012, Table B17001I
- [71] By low-income we are referring to the 2012 Federal Poverty Level.
- [72] Ibid.
- [73] Claudia Galindo. English Language Learners’ Math and Reading Achievement Trajectories in the Elementary Grades: Full Technical Report (Draft), Baltimore, MD: University of Maryland, June 2009. http://nieer.org/resources/research/English_language_learners_math_reading_achievement_trajectories_elem.pdf
- [74] Maggie Severns. Starting Early With English Language Learners: First Lessons from Illinois. Washington, DC: New America Foundation, 2012. http://earlyed.newamerica.net/blogposts/2012/starting_early_with_english_language_learners_new_poli-

[75] Kids Count Data Center, Annie E. Casey Foundation <http://datacenter.kidscount.org/data#AR/2/0>

[76] ArkaChild Trends analysis of data from the Adoption and Foster Care Analysis and Reporting System (AFCARS), made available through the National Data Archive on Child Abuse and Neglect.

[77] Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act as Amended by the No Child Left Behind Act of 2001, Analysis of 2005–2006 Federal Data Collection and Three-Year Comparison, National Center for Homeless Education, June 2007. Number of children includes the estimated number of children ages 0–5 who are not yet enrolled in school.

[78] Arkansas Department of Education. The K-12 system reported 259 kindergarten children as migrant. Estimating equivalent numbers of children for earlier ages $(259 \times 5) = 1295$. ADE produced CSPR Part II 2011-2012. Unpublished.

[79] Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act as Amended by the No Child Left Behind Act of 2001, Analysis of 2005–2006 Federal Data Collection and Three-Year Comparison, National Center for Homeless Education, June 2007. Number of children includes the estimated number of children ages 0–5 who are not yet enrolled in school.

[80] U.S. Census Bureau, 2011 American Community Survey 1-year estimates, 2008-2012, Table S0701: Geographic Mobility by Selected Characteristics in the United States

[81] Email correspondence from Arkansas Department of Education, Arkansas Migrant Education Program, June 5, 2014.

[82] Arkansas Race to the Top-- Early Learning Challenge application 2013

[83] Casey Supporting Data 11-13 All Child Trends State ECE data-1

ISP-2013-050 Sponsored by Rep. David Kizzia



Interim Study on Grade-Level Reading

October 2014

Interim Study Proposal 2013-001

Sponsored by Senator David Johnson

Table of Contents

Acknowledgement	3
Executive Summary	4
Why Is Third Grade Important?.....	11
Do Arkansas Third Graders Read Proficiently?	12
What Can We Do to Make Sure Arkansas Children Are Ready for School?	13
What Can We Do to Improve What Happens During the School Day?	20
State Support for Priority and Focus Schools	20
Teacher Preparation and Certification	25
Chronic Absence	28
Retention	30
What Can We Do to Improve What Happens After School and During the Summer?	32
Parent Engagement	32
Summer and After-school Programs.....	38
Reading Programs	44
Recommendations	49

Acknowledgment

During the 2013 legislative session, Senator David Johnson requested an interim study to determine effective strategies to ensure that all Arkansas students are reading at grade level by the end of third grade by 2020.

A working group was formed to guide the development of the report. The following organizations served on that working group.

Arkansas Advocates for Children and Families
Arkansas Association of Educational Administrators
Arkansas Campaign for Grade-Level Reading
Arkansas Department of Education
Arkansas Department of Human Services
Arkansas Education Association
Arkansas Out of School Network
Arkansas Public Policy Panel
Arkansas School Boards Association
Rural Community Alliance
Winthrop Rockefeller Foundation

Executive Summary

In the 2012-2013 school year, only 76 percent of Marvell-Elaine students graduated from high school, and 100 percent of graduates who went to college took remedial classes. The Marvell-Elaine School District (MESD) is working to change these outcomes for its students by starting early – in pre-K and the early elementary grades. **They know that a child’s ability to read on grade level by the end of third grade is a strong predictor of how well he will perform in school, how likely he is to graduate from high school, and how likely he is to enter college and graduate.** Over the past few years, MESD has made significant progress. The percentage of third graders reading on grade level increased from 53 percent during the 2010-2011 school year to 69 percent during the 2012-2013 school year. The elementary school has moved from having a Needs Improvement Focus designation to become an Achieving school.

Arkansas’s economic success is dependent on raising educational achievement. We need to make sure that all third graders are reading on grade-level and that all schools are making the kind of progress that Marvell-Elaine is making. **Unfortunately, national assessments show that only 32 percent of Arkansas’s fourth graders are reading on grade level, and there are huge gaps along economic and racial lines.** Fortunately, the research tells us what we need to do – we need to make sure that children are ready for school, we need to improve what happens during the school day, and we need to improve what happens after school and during the summer.

What can we do to make sure children are ready for school?

Recent research on brain development has dramatically changed the way we think about early childhood education. The building blocks for learning begin with language development, which starts before a child reaches her first birthday. Having access to quality learning environments at home and in early care settings is critical to prepare children for school.

Current Policy. In Arkansas, preschool education is not provided through one single program or system. Rather, there is an array of resources that includes state and federally funded programs as well as providers for which parents must pay. The locations of preschool programs vary as well and may include family day care homes, child care centers, schools, and home-based programs. Support for early childhood education is provided through the Arkansas Better Chance (ABC) program, Child Care and Development Fund (CCDF), Head Start, the Maternal Infant and Early Childhood Home Visiting Program, Title I and NSLA funds, and fees paid by parents to private providers.

Outcomes. The early childhood period (birth to age 5) is a time of rapid brain development. Early experiences are the foundation on which all later learning is built; they play a large role in determining how brain connections or “wiring” are formed. This sets the stage for language development and later reading. Longitudinal research shows that children who attend pre-K programs are more likely to graduate from high school, attend college, earn higher wages and hold a job, and less likely to use public assistance or commit a crime. Two 2013 studies find that children who attend ABC show positive outcomes, including improved scores in vocabulary and math through the second grade and in literacy through the third grade, and that ABC has shrunk the education gap between economically disadvantaged students and other children.

Gaps and Barriers. While the research is clear about the value and impact of early childhood education, including the state's ABC program, funding for ABC has not kept pace with inflation. Only 56 percent of eligible 3- and 4-year olds in the state have access to high quality pre-K, either through ABC or Head Start. Funding that could be used for pre-K is being spent on less effective programs.

Models. States like Alabama, Oklahoma, Georgia, and New Jersey provide lessons on how Arkansas can better support pre-K. Furthermore, innovative models in Georgia; Tulsa, Oklahoma; and Providence, Rhode Island provide examples for how to focus on early language development starting from birth.

What can we do to improve what happens during the school day?

While there are many different strategies that could be used to improve what happens during the school day, this report focuses on support for Priority and Focus schools, teacher preparation and certification, chronic absence, and retention of students.

Support for Priority and Focus Schools

Every child deserves the opportunity to attend a school that can provide him with the education he needs to succeed in life. Some schools have a more difficult time meeting the needs of their students, for a range of reasons that include low levels of parent engagement, limited professional development for teachers, and a lack of leadership by the administration or school board.

Current Policy. When the U.S. Department of Education approved an Elementary and Secondary Education Act (ESEA) waiver for the state, Arkansas established a new K-12 accountability system. Schools are broadly classified into two groups – Achieving or Needs Improvement. Those schools on the extremes are further classified as Exemplary, Needs Improvement Focus, or Needs Improvement Priority. Priority and Focus schools are required to work with some combination of Arkansas Department of Education (ADE) employees and outside consultants to develop and implement plans that will help them become Achieving schools. Priority Schools can also apply for federal School Improvement Grants. Schools that are under academic or fiscal distress must work with ADE's Office of Intensive Support.

Outcomes. In 2011-2012, 10 elementary schools received a Priority designation, and 41 were classified as Focus schools. Of the 10 Priority Schools, two have improved. Seven of the 41 Focus Schools moved up to become Achieving Schools; two schools closed, and the other 32 remained as Focus Schools. The majority of elementary schools fall into the Needs Improvement category, and over half of the schools designated as Achieving Schools in 2011-2012 dropped to Needs Improvement in 2012-2013.

Gaps and Barriers. In the first two years of implementation of the state's new accountability system, the majority of elementary schools classified as Focus or Priority did not improve their status. Some possible reasons include districts not having the capacity to take advantage of resources, school boards having difficulty making decisions that would move their district forward, and challenges maintaining momentum when outside providers are not on campus.

Models. Brady Elementary School in the Little Rock School District, George Elementary School in the Springdale School District, and Marvell-Elaine Elementary School are examples of schools that effectively used the resources provided to them to turn their schools around.

Teacher Prep and Certification

Children spend six to seven hours every day with their teachers. The education that teachers receive in college and their ongoing professional development are critical to their ability to succeed in the classroom.

Current Policy. State policy for teacher preparation and certification includes the competencies that should be mastered by teachers and the minimum scores required for passage of teacher certification exams. Beginning in Fall 2015, the competencies for teachers of young children will be grouped into birth through kindergarten and kindergarten through 6th grade. K-6 competencies will cover seven different areas related to literacy. To receive certification as a K-6 teacher, individuals must take and pass the Praxis exam, which includes four sections, one of which is reading language arts. Individuals will be required to receive a passing score on each section, which is a new policy. Another recent policy change, a 2013 law regarding children with dyslexia, requires that teacher preparation programs include information on the identification of students at risk of dyslexia.

Outcomes. In May, ADE released its first “Educator Preparation Performance Report.” The report provides information about graduates’ success at the institution and program level. Information includes licensure exam pass rates; required credit hours; surveys that gauge novice teachers’ perception of program; program field experiences, clinical practice and faculty data; enrollment/race data, numbers of teachers prepared, licensed and working in Arkansas public schools; and out-of-state teacher data. Statewide, 98.8 percent pass the Early Childhood Content Knowledge section of the current pre-K through 3rd grade licensure exam on the first try, and 83.1 percent pass the Principles of Learning Teaching: Early Childhood section of that exam on the first try. The pass rates vary across colleges of education from a low of 33 percent to a high of 100 percent.

Gaps and Barriers. One challenge we have had as a state is evaluating the quality of our teacher preparation programs and sharing that information publicly. The “Educator Preparation Performance Reports” are a big step toward addressing this gap. Implementation of teacher preparation requirements under the new dyslexia law cannot be handled solely by colleges of education. They will need to draw upon other disciplines such as Speech Language Pathology.

Model. UALR has already begun to add references to dyslexia in relevant teacher education courses, and they are developing a two-year graduate level dyslexia therapist training program that would result in a certification.

Chronic Absence

When children miss school, they miss out on instruction from their teachers. If they miss too much school, they have a difficult time catching up with their classmates. In the early grades, they are missing out on the building blocks for reading they will need throughout the rest of their life.

Current Policy. Under state law, local school boards have the responsibility to develop and adopt student attendance policies. Most local policies define excused and unexcused absences and set numbers of absences at which parents and the legal authorities will be notified. The number of days that students are present and absent is used to calculate an average daily attendance (ADA). This is the standard metric used by schools and districts to assess whether or not they have an attendance problem.

Research. A growing body of research on school attendance makes the case for looking at attendance in a different way. Rather than using ADA as the yardstick, districts around the country are beginning to use a

measure called chronic absence. Chronic absence is defined as missing more than ten percent of the school year, for any reason. Both excused and unexcused absences are counted. Research has also found that a significant percentage of children scoring below proficient on state and national assessments are chronically absent.

Gaps and Barriers. Research shows there are three main types of reasons children miss school: myths, barriers, and aversion. Myths are usually beliefs that parents and other caregivers, and sometimes teachers and administrators, have about the importance of school attendance. One common myth is that absences are only a problem when they are unexcused. Barriers that keep children from coming to school include struggling with treatable health issues such as asthma, diabetes, or cavities. Aversion can also be a reason that kids miss school. For example, a child who is not doing well in school will find ways to avoid going to school, like telling his parent that he does not feel well.

Models. Several states – Indiana, Maryland, and Utah – have established policies and public awareness campaigns that focus on the impact of chronic absence on their states’ educational outcomes.

Retention

Retention has long been a controversial policy among education researchers, professionals, and parents. A large body of research shows that retained students tend to have worse social-emotional outcomes and are more likely to drop out of school than similar students who are promoted. However, critics argue that social promotion puts students into grades before they are ready for the work, forces teachers to deal with unprepared students, and gives parents a false sense of progress for their children.

Current Policy. In 2003, legislation was passed in response to the Lakeview decision. The new law established a statewide educational assessment system, made school districts responsible for providing instruction that prepares students to demonstrate proficiency, and required Kindergarten through 2nd graders who are not reading proficiently to receive intensive reading instruction. That law also required that students in 3rd grade or above who are not reading proficiently be retained if they do not participate in remediation activities or score proficiently.

Research/Outcomes. In 2002, Florida began requiring 3rd grade students to be retained if they did not score at least a Level 2 (“limited success”) on the Florida Comprehensive Assessment Test. In addition to retention, Florida implemented a series of other interventions for students who did not meet this score and were not granted an exemption from the policy. A recent study on the statistical significance and effectiveness of the policy in Florida found no significant evidence that student outcomes improved long term. Additionally, the study found no statistical evidence of retention's impact on students needing remedial courses in later grades.

Gaps and Barriers. Retention policies are expensive. An Oklahoma analysis found that retaining between 2,200 and 3,200 students would have cost the state an additional \$18 million to \$25 million for the extra year of school the state would have to provide.

What Can We Do to Improve What Happens After School and During the Summer?

Parent Engagement

Students benefit academically when their parents are engaged. Ideally parent engagement is two-pronged – providing an avenue for input from parents on school issues and providing input to parents about their children’s education, their teachers, and the quality of their children’s school. An effective parent engagement strategy will result in a family-school partnership and will meet the needs and interests of the families of diverse student populations.

Current Policy. Both federal and state policy set guidelines for parent engagement by schools and school districts. Title I of the Elementary and Secondary Education Act (ESEA) requires schools receiving Title I funding to develop parent involvement policies. Arkansas is one of just 17 states that require all schools to develop parent involvement plans and have parent involvement facilitators.

Research. Parent and community ties can improve learning outcomes for children and consequently improve whole schools when part of an overall system of quality education. This is especially true when student achievement and school improvement are seen as a responsibility of both school officials and parents. This partnership brings about relationships of trust and respect between home and school. Children benefit from their parent’s involvement because parents become the primary supporters of their learning, encourage determination and persistence, lead by example by participating in lifelong learning opportunities, and advocate for proper programming and placement.

Gaps and Barriers. Some schools and some parents see parent engagement as limited to boosterism for the school or required parent-teacher conferences. Too many parents only hear from their children’s school when their child is in trouble—academically or behaviorally. And in a few cases, schools really do not want the input or action of all parents. They view parent’s efforts to intervene on their child’s behalf or in broader policies as a nuisance or hindrance.

Models. Several states have implemented strategies to support stronger family-school partnerships: Michigan’s Parent Engagement Toolkit, Indiana’s Family Friendly School Designation, Tennessee’s Parent Involvement Report Cards, Maryland’s Comcast Parent Involvement Matters Award, and Kentucky’s Institute for Parent Leadership.

Summer and After-School Programs

When school is out during the summer, many children have no access to educational and enrichment activities that can help them continue to learn. As a result, the first few weeks of school are spent re-teaching material from the previous grade. Over time, without summer learning opportunities, children can fall several grades behind their peers.

Current Policy. The 21st Century Community Learning Centers program (21C CLC) is the only federal funding source dedicated to after-school programs. No such funding exists at the state level. The Positive Youth Development Act was passed in 2011 but has not been funded. School districts can use NSLA or Title I funds for summer or after-school programs, but few do so.

Research. Low-income students are more likely to experience summer learning loss than their higher income peers because they have less access to educational opportunities in their homes and communities.

Low-income students can fall behind two to three months each summer, which by 5th grade can put them two and half to three grade levels behind their peers.

Gaps and Barriers. Children from low-income families are much less likely to participate in summer and after-school programs than their higher income peers. Availability, cost, and transportation are some of the reasons. In Arkansas, parents report that just 37 percent of low-income 6 to 11 year olds participate, compared to 68.4 percent of children in families with incomes above 200 percent of the federal poverty line.

Models. Several programs around the state have had success helping children gain or maintain reading skills over the summer - Boys and Girls Club of Central Arkansas, Marvell-Elaine Reads, Life Skills for YOUTH, and UALR Children International.

Reading Programs

Reading programs are typically provided to school-age children within the context of school-provided academic programs. However, resources need to be available throughout the community to surround children, particularly low-income children, with reading experiences.

Current Programs. Public libraries are a key source of books and reading programs around the state. However, many small towns do not have a public library. According to the Arkansas State Library survey, there are 228 libraries and branches distributed across the state. Nonprofit organizations also support reading through programs that provide books and related materials to children, tutoring programs that provide volunteers to tutor children at their schools or in other settings such as after-school programs, and programs where adults read books to kids.

Research: Communities ranking high in achievement tests have several factors in common: an abundance of books in public libraries, easy access to books in the community at large and a large number of textbooks per student. A 2006 study shows that in middle-income neighborhoods the ratio of age-appropriate books per child is 13 to 1; however, in low-income neighborhoods the ratio is 1 book for every 300 children.

Gaps and Barriers. Reading program resources are unequally distributed throughout the state. Most counties have some library access and one or more private non-profit reading programs. However, the accessibility of some small communities to public resources may be limited. Also, the private non-profit programs are not statewide in coverage.

Models. Model reading programs include Every Child Ready to Read, the Central Arkansas Library System, Imagination Library, and Reach Out and Read.

Recommendations

What we can do to make sure children are ready for school.

1. Provide cost of living adjustment for ABC pre-K funding.
2. Reassess the current ABC quality cost model.
3. Expand ABC to serve more children.
4. Require NSLA funds in Focus and Priority schools to be used for BLR recommended solutions, such as pre-K, and narrow the list of allowable activities under NSLA for all schools.
5. Improve the quality ratings of private infant and toddler providers and make the ratings easily accessible to the public.

What we can do to improve what happens during the school day.

1. Conduct an ongoing assessment of the value of school improvement consulting expenditures by updating the 2012 BLR report.
2. Use the information provided by ADE's "Educator Preparation Performance Report." to improve teacher preparation programs.
3. Request an ADE Commissioner's memo to clarify attendance reporting definitions and requirements and ongoing monitoring of data quality.
4. Refrain from adopting a mandatory retention policy.

What we can do to improve what happens after school and during the summer.

1. Develop Awards program for school districts with successful parent engagement models.
2. Provide an institute modeled after Kentucky to provide parent training focusing on parents reaching other parents.
3. Encourage building-level leadership training programs to provide training on successful parent engagement.
4. State library and AR-GLR partner to identify counties/communities needing additional library resources.
5. Establish an informal group of reading programs in the state to share best practices, mentor new programs, and expand to areas with identified needs.
6. Require NSLA funds in Focus and Priority schools to be used for BLR recommended solutions, such as summer and after-school programs, and narrow the list of allowable activities under NSLA for all schools.
7. Provide funding to pilot the Positive Youth Development Act

Why Is Third Grade Important?

Reading proficiently by the end of third grade impacts a variety of outcomes: 1) children's ability to learn after third grade, 2) children's academic outcomes as measured by standardized tests, grades, and course failures, 3) non-academic outcomes such as self-esteem and behavioral issues, and 4) the strength of our state's economy.

Reading to Learn

True reading comprehension is not just the ability to recognize words and articulate them, but also the ability to understand the underlying concepts expressed by those words. Reading serves as a crucial skill to a student's growth across all subject areas. As children move beyond the third grade, the reading skills needed to do their work become more sophisticated. The transition from third to fourth grade marks a shift from "learning to read" to "reading to learn."ⁱ From reading and writing in the social sciences to the application of mathematical principles to real world situations, students make use of reading skills on a daily basis across their coursework.

Academic Outcomes

A 2010 study on the long-term impact of third grade reading found that students with higher reading scores at the end of third grade also had higher scores when they reached eighth grade. The study, which looked at the performance of 26,000 Chicago public school students, also found that third grade reading skills are a strong predictor of a ninth grade student's GPA (positively) and number of course failures (negatively).ⁱⁱ

A 2011 study of nearly 4,000 students born between 1979 and 1989 documented the impact of reading proficiency on staying in school. Almost all (96 percent) readers who were proficient in the third grade graduated from high school. However, four times as many non-proficient students failed to graduate by the age of 19. Most troubling, nearly one in four (23 percent) below-basic readers failed to obtain a high school diploma by 19 (although the researchers were unable to authoritatively determine whether the students had actually dropped out).ⁱⁱⁱ

Non-Academic Outcomes

Failure to achieve reading proficiency has also been linked to other factors that may harm a student's chances at academic success. Unskilled readers have low self-esteem, which reduces their confidence in their ability to thrive academically. They are also significantly more likely to engage in behaviors that lead to disciplinary troubles and, indeed, may result in suspensions that prevent their learning. Because of these factors, poor reading indirectly shapes educational achievement.^{iv}

Impact on the Economy

The economic consequences of not graduating from high school are grave. High school dropouts are more likely to be unemployed, spend more time in poverty, use more public assistance, and more likely to be on death row than people who have a high school diploma.^v

What would cutting the dropout rate mean for Arkansas? A 2013 report found that addressing the high school dropout rate would have a huge impact on economic growth in the state. According to the report, the high school graduation rate in Arkansas was 71 percent in 2012. If the state increased that rate to 90 percent, 7,200 additional students would have graduated. The economic benefits to the state would be:

- \$81 million in increased annual gross state product,
- \$64 million in increased annual earnings,

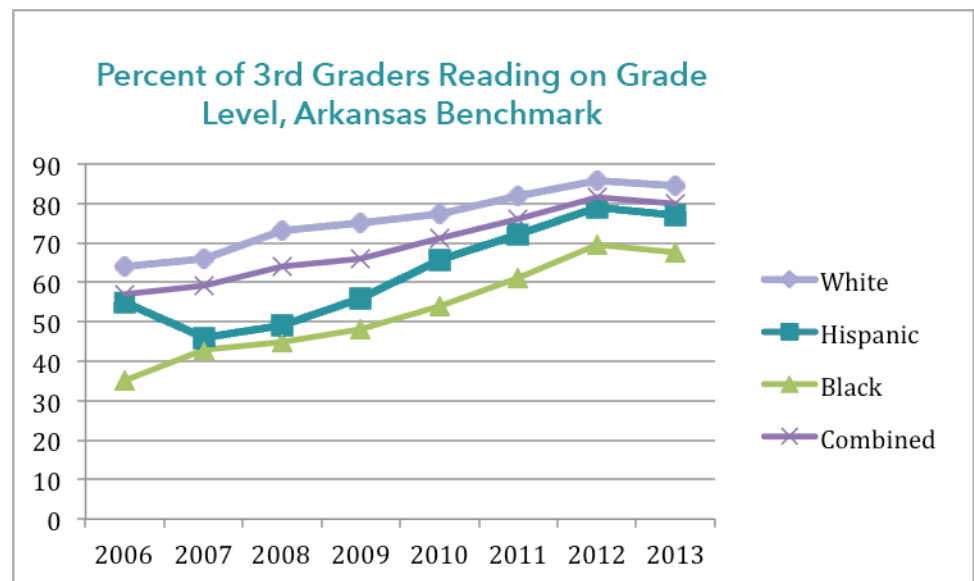
- \$49 million in increased annual spending,
- \$7.2 million in increased home sales,
- \$7.5 million in increased auto sales, and
- \$4.9 million in annual state/local tax revenue.^{vi}

The societal problems that we usually associate with adults often have their roots in the reading skills developed (or not) by students during their earliest school years. As a recent report on the subject concluded, “The bottom line is that if we don’t get dramatically more children on track as proficient readers, the United States will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families, but by the entire country.”^{vii}

Do Arkansas Third Graders Read Proficiently?

Benchmark

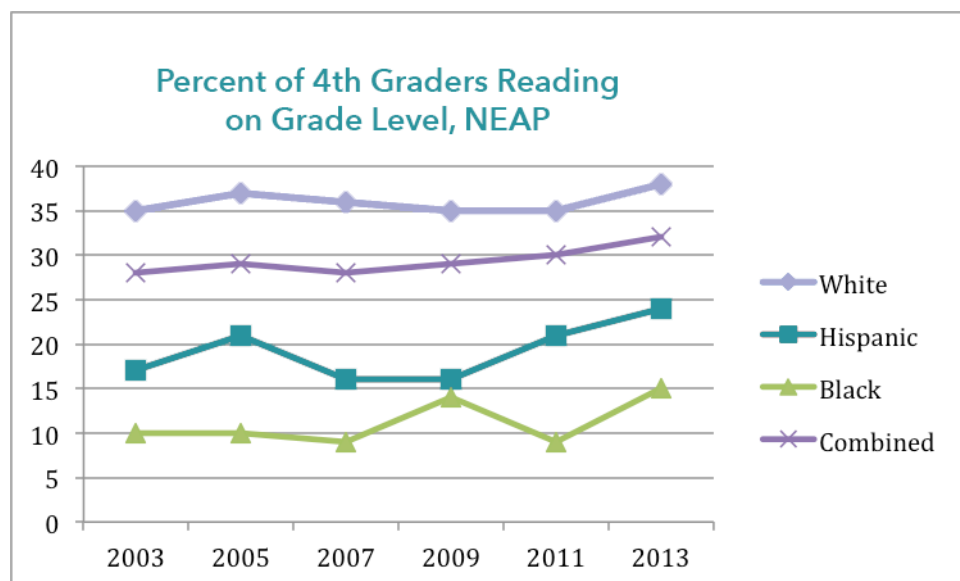
The main measure that Arkansas has used to assess whether students are reading proficiently by the end of the third grade is the Arkansas Benchmark Exam. The Benchmark is given annually in the late spring. As the chart below indicates, reading proficiency for third graders steadily increased between the 2005-2006 and 2011-2012 school years. The rates for students in racial and ethnic subgroups increased as well, and the achievement gap between white children and Black and Hispanic children shrunk. However, white children are still reading proficiently at higher rates than Black and Hispanic children. In 2013, 80.1 percent of all third graders could read on grade level. While 84.5 percent of white third graders could read proficiently, only 76.9 of Hispanic third graders and 67.6 percent of Black third graders could do so. The gap between white and black students is 17 percent. During the past two school years, 2012-2013 and 2013-2014, proficiency rates for all children have dropped. Recent Benchmark data show that only 77 percent of third graders read proficiently in 2013-2014.^{viii}



Source: Arkansas Department of Education

NAEP

The National Assessment of Educational Progress (NAEP) is the best measure at this time for assessing how Arkansas's reading scores compare to other states. The NAEP is given every two years between January and March. As this chart shows, the percentage of fourth graders reading on grade level is significantly lower on the NAEP than on the Benchmark and has been fairly steady over the past decade. In 2013, 32 percent of fourth graders were reading on grade level, an increase of 4 percentage points since 2003. As with the Benchmark, disparities between racial and ethnic groups are large, but the gaps are shrinking. In 2013, 38 percent of white, 24 percent of Hispanic, and 15 percent of Black fourth graders read on grade-level.

**PARCC**

Arkansas is participating in the Partnership for Assessment of Readiness for College and Careers (PARCC), one of two consortia of states developing assessments that align with the new Common Core State Standards. Other PARCC states include Colorado, District of Columbia, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, Ohio, Pennsylvania, and Rhode Island.^{ix} Arkansas will begin using the PARCC during the 2014-2015 school year. The PARCC gives Arkansas the best of both the Benchmark and the NAEP – it provides an assessment based on the standards that are being taught to students as well as a way for Arkansas to see how it compares to other states.

What can we do to make sure children are ready for school?

Recent research on brain development has dramatically changed the way we think about early childhood education. The building blocks for learning begin with language development, which starts before a child reaches her first birthday. Having access to quality learning environments at home and in early care settings is critical to prepare children for school.

Current Policy

In Arkansas, preschool education is not provided through one single program or system. Rather, there is an array of resources that includes state and federally funded programs as well as providers for which parents must pay. The locations of preschool programs vary as well and may include family day care homes, child care centers, schools, and home-based programs.

Head Start. Head Start is a federally funded program that originated in the late 1960s as an intervention for low-income families to insure their children start school on a level playing field. The program is divided into Head Start (for three- and four-year olds) and Early Head Start (for children birth to age three). Head Start

in Arkansas is operated through 20 grantees serving 8,775 children and families. Early Head Start has 10 grantees serving 1,167 children and families. A separate grantee provides services to 368 children whose parents are migrant or seasonal workers.

Arkansas Better Chance. The ABC program actually consists of two programs. The original ABC program, established in 1990, serves children from birth to age 5 with a variety of risk factors. Annual funding is about \$10 million. Added in 2004-2005, Arkansas Better Chance for School Success (ABCSS) targets 3 and 4 year olds in families with incomes below 200 percent of the federal poverty level and who live in school districts that are in school improvement status or in which at least 75 percent of children perform poorly on state benchmark exams in math and literacy. Funding for the ABCSS is \$100 million annually. The ABC program is funded through a general revenue appropriation in the ADE Public School Fund budget. ADE contracts with the Department of Human Services Division of Child Care and Early Childhood Education (DCCECE) to administer the program. ABC programs are provided in family day care homes and child care centers and by public schools. Together, ABC and Head Start serve 56 percent of eligible 3 and 4 year olds.

Child Care Development Fund. Arkansas receives funding from the federal government for the Child Care Development Fund (CCDF). DCCECE administers the CCDF, which is used to help low-income families pay for child care. The amount of assistance is determined by a sliding fee scale, based on family income. Parents determine which child care provider will use their assistance; the provider must be licensed or registered by DCCECE.^x Total federal funding for FY 2014 is about \$50 million.

To increase the quality of child care providers receiving child care assistance, DCCECE launched the Better Beginnings program in 2010. Better Beginnings is a quality rating improvement system (QRIS), which is a systemic approach to assess, improve, and communicate the level of quality in early care and education programs. Better Beginnings, is a “building block” approach, which means that programs must meet all requirements at one level before moving to the next. Minimum licensing requirements are the foundation on which Better Beginnings is built. The requirements at level 1 of Better Beginnings help the administrator or primary caregiver start the process for quality improvement. At level 2 the staff becomes more involved in the process. Level 3 sets even higher requirements for all components.^{xi}

NSLA and Title I. In addition to ABC funding, school districts also use both NSLA and Title I to fund pre-K. Arkansas’s state poverty funding (more commonly known as “NSLA funding”) is the part of the state-funded adequacy package for schools that is targeted to low-income students. It is named NSLA after the National School Lunch Act program, the eligibility for which determines each school district’s student count for state NSLA funding. This funding provides programs and services to benefit low-income students. It is also a potential source of funding for programs, such as pre-K, that have been shown to improve educational outcomes and close the achievement gap for low-income students.

Title I of the Elementary and Secondary Education Act (ESEA) is national legislation focused on educational supports for districts with high percentages of low-income students. There is a wide variety of eligible programs for which the funding may be used, including Supplemental Education Services. However, with ADE’s ESEA waiver, few districts are opting to use Title I funds for services provided by external providers now that they are no longer required to do so. Pre-K is an eligible use of Title I.

Some large districts such as Little Rock and Springdale have developed stand-alone early childhood education centers in separate school buildings. Other districts offer programs in one or more classrooms at some or all of their elementary schools. Because of the funding sources, many of the school programs have income eligibility restrictions.

Home Visiting. Arkansas’s voluntary home visiting programs offer a variety of services that are primarily home-based. Funding for home visiting includes ABC and the federal Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant. MIECHV supports several evidence-based home visiting models. Those with an early childhood education focus include Home Instruction for Parents of Preschool Youngsters (HIPPY), Early Steps to School Success, Parents as Teachers (PAT), and Early Head Start.

HIPPY promotes preschoolers’ school readiness and supports parents as their children’s first teacher by providing instruction in the home. HIPPY offers weekly, hour-long home visits for 30 weeks a year, and two-hour group meetings monthly. HIPPY is unique in that the services are offered directly to parents, who then work with their own 3-, 4-, and 5 year-old children. A HIPPY site typically draws the home visiting paraprofessionals from the same population that is served and have most often been served by the HIPPY program, themselves. PAT provides parents with information about how their child develops and provides parenting support. The PAT model includes one-on-one home visits, monthly group meetings, developmental screenings, and a resource network for families. Parent educators conduct the home visits. Local sites offer at least 10 to 12 home visits annually with more offered to higher-need families. PAT may serve families from pregnancy to kindergarten entry.

Private Providers. In addition to these public programs, private providers and school districts offer early childhood education services. Such providers, which include Montessori schools and faith-based programs, provide early childhood education services to many children of all income levels, often for a fee charged to parents.

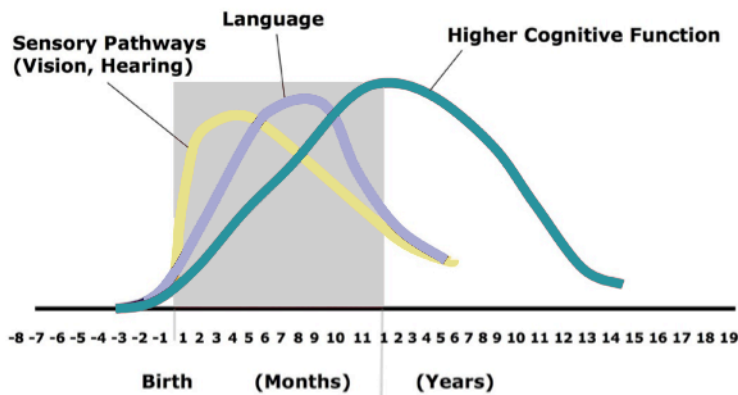
Research and Outcomes

Since the 1950s, research has pointed to the value of intervening early with children to improve their chances of academic success and subsequent economic self-sufficiency. There have been notable longitudinal studies including the Perry Preschool Study and a recent report from the U.S. Department of Health and Human Services on Head Start. Arkansas has benefitted from research provided by the Arkansas Research Center (ARC) and the National Institute of Early Education Research (NIEER) specific to the state’s ABC program. There has also been substantial research by Nobel Prize winner James Heckman and others, on the economic value of investing in early childhood education programs.

Brain Development. Over the past 15 years, new research developments have dramatically changed the way we think about early childhood education. The early childhood period (birth to age 5) is a time of rapid brain development.^{xii} Early experiences are the foundation on which all later learning is built; they play a large role in determining how brain connections or “wiring” are formed. Babies start to understand the link between words and their meanings as early as 6 months. This sets the stage for language development and later reading. The chart below^{xiii} shows when these brain connections happen. Brain development related to vision and hearing and language peaks before a child celebrates her first birthday. The connections related to higher cognitive function (e.g., memory, comprehension, and problem solving) peak a little later, but still well before a child begins pre-K.^{xiv}

Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Source: C.A. Nelson (2000)

Word Gap. Children from different backgrounds have very different early experiences in how often their parents talk with and read to them. In the Hart and Risley study of 1995, 40 volunteer families — from three economic classes— were followed during the first three years of their new children's lives. Every month, the researchers recorded an hour of sound from the families' homes to track the total number of words spoken in each home. Children from low-income families heard roughly 30 million fewer words directed at them than their more affluent peers. The average vocabulary of a low-income 3-year old was 500 words. By contrast, a higher-income child used 1,100 words.^{xv} This became known as the word gap. Subsequent research has revealed that the word gap is a factor in the achievement gap between the poor and higher income students.

Longitudinal Research. The impact of pre-K has been studied by following children who participated in preschool programs until they are adults. The following is a summary of the results of three long-term studies.

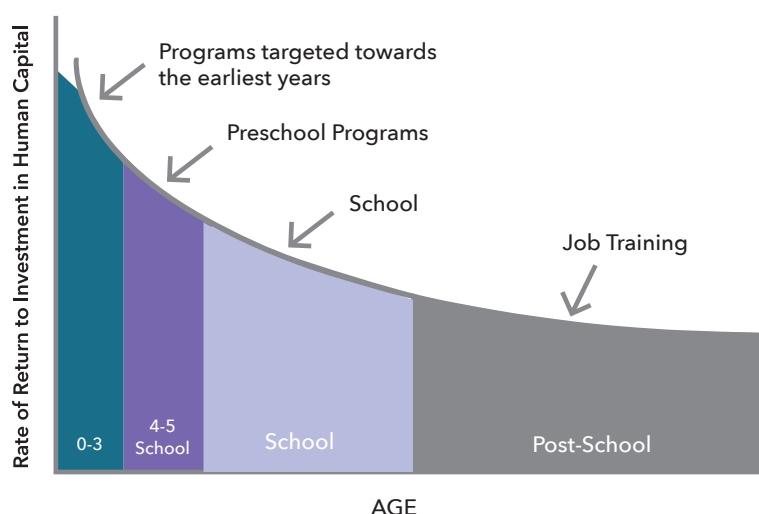
1. Compared to children who did not receive a high quality early intervention, children who attended the high quality **Perry Preschool Program** when they were 3 and 4 years old were more likely to graduate from high school, earn higher wages and hold a job, and less likely to have committed a crime by age 40.
2. Children from birth through age 5 who attended the **Abecedarian Program** in North Carolina had higher mental health, language and math scores by age 21 than their peers who did not receive a high-quality early intervention and were more likely to have attended a four-year college.
3. By age 26, children who had received comprehensive educational and family support services from ages 3 to 9 through the publicly-financed **Chicago Child-Parent Centers** were less likely to have been arrested, have problems with substance misuse and be on food stamps, and more likely to have completed high school, have health insurance and be employed full-time relative to comparison groups of children not enrolled in the program.^{xvi}

Head Start Impact Study and Follow-up, U.S. Department of Health and Human Services. The Head Start Impact Study found fault in some areas with Head Start programs at the national level.^{xvii} Dr. W. Steven

Barnett, Director, NIEER, addressed the study's conclusions, as well as concerns expressed by Head Start proponents. After a review of the study, he concluded that Head Start produces modest benefits, including some long-term gains for children.^{xviii} However, Dr. Barnett also acknowledged that Head Start could produce better results if the program was better focused and made other improvements.

Value of Early Investment. James Heckman, a Nobel-winning economist from the University of Chicago, has proven that the quality of early childhood development strongly influences health, social, and economic outcomes. His research supports investment in young children and in coaching their parents because those early investments will generate the greatest return. But the opposite is happening: We actually spend far less on younger children than on older children and adults.^{xix}

Rates of Return to Human Capital Investment at Different Ages:
Return to an Extra Dollar at Various Ages



ABC Outcomes. Two 2013 studies on ABC find that it has meaningful impact on children who participate. More importantly, ABC has helped to shrink the education gap between economically disadvantaged students and other children. The first study, conducted by NIEER followed the same group of Arkansas students since the 2005-2006 school year and found that children who attend ABC show positive outcomes, including improved scores in vocabulary and math through the second grade and in literacy through the third grade. Children who attended ABC programs fared better in the study than children who did not.^{xx} The second study, performed by ARC, shows that pre-K is helping to close the education gap between low-income students and their more affluent counterparts. It also showed that children who attended ABC were more prepared for kindergarten than children who did not attend.^{xxi}

Gaps and Barriers

While the research is clear about the value and impact of early childhood education, including the state's ABC program, funding for ABC has not kept pace with inflation; many 3 and 4 year olds in the state do not have access to high quality pre-K; and funding that could be used for pre-K is not being spent on pre-K.

1. **Cost of Living Adjustment for ABC.** ABC is by far the largest public source of pre-K funding in the state; however funding has not been increased since 2008. The cost of living for K-12 state

programs determined to be part of adequacy has been increased by 13.84 percent between 2008 and 2015. According to the Consumer Price Index (CPI), costs are projected to rise by 12.4 percent^{xxii} from 2009 to 2015. Increases consistent with the CPI would have made \$13.8 million more available to care for these children. Providers are reaching the breaking point in their efforts to continue to serve the same number of low-income three- and four-year olds with consistent top quality pre-K. Information provided by DCCECE shows that two providers serving 426 children closed their businesses in 2012, and in 2013 three more small providers serving 50 children closed.

2. **Unmet Need.** With current funding for ABC and Head Start, just 56 percent of income-eligible three- and four-year olds have access to quality pre-K. The needs of children with disabilities may also be unmet. Arkansas ranks 36th nationally, with 25 percent of children under six receiving developmental screenings.^{xxiii}
3. **Use of NSLA.** Despite the fact that pre-K is an eligible use of NSLA funding, few districts use it for this purpose. The Bureau of Legislative Research established pre-K as one of the best uses for NSLA in its January 2014 report, "Success in High Poverty Schools."^{xxiv} In 2013, only about 3.5 percent of NSLA funding (about \$7 million) was used for pre-K. Just 57 of the 239 school districts did so. Four of these districts used more than 20 percent for pre-K: Greene County Tech, Guy-Perkins, Marmaduke, and Rector. Fifteen other districts used more than 10 percent of their funding for pre-K.
4. **Use of Title I.** In 2013, only 1.6 percent (about \$2.4 million) of Title I funding was used for pre-K. Just 55 school districts and one charter school used it for that purpose. Three of these districts used more than 20 percent of their Title I funding for pre-K: Caddo Hills, Marion, and Wonderview. Ten other districts used more than 10 percent of their funding for pre-K.

State Pre-K Models

NIEER compiles an annual state yearbook assessing state pre-K programs. Southern states including Florida, Georgia, Oklahoma, and West Virginia were recognized as leaders in the nation (2nd, 8th, 6th, and 3rd respectively) for the number of children enrolled in publicly financed preschool programs. Both Florida and Oklahoma served more than 70 percent of 4 year olds. Alabama continues to finance expansion of its pre-K program at the urging of its business community.^{xxv} New Jersey provides an interesting approach to covering differing costs across provider types.

Oklahoma. Oklahoma offers universal access to pre-K for 4 year olds. Universal access means all that want to participate may do so regardless of income level, but the program is not mandatory. The program has high teacher and classroom standards. All pre-K teachers must have a college degree and a certificate in early-childhood education, and they are paid the same wage as K-12 teachers. The student-teacher ratio must be at least 10-1, and class sizes are limited to 20.^{xxvi} Oklahoma funds pre-K through its education funding formula and accounts for the high per-pupil costs of a quality pre-K programs by giving more "weight" to pre-K children than K-12 students in determining allocations. Oklahoma funds both full- and half-day programs, weighting pre-K per child allocations at 130 percent and 70 percent of the K-12 rate, respectively.^{xxvii} Evaluations of the Oklahoma pre-K program show that children who participated entered kindergarten with higher vocabulary scores and they knew more letters and letter-sound associations.^{xxviii}

Georgia. The Georgia pre-K program is also for 4 year olds only. The state program provides universal access funded by the Georgia lottery program. In June 2013, the new Georgia Early Learning and Development Standards, aligned with the Common Core Georgia Performance Standard, were released.

Teachers were trained in the standards during the 2013-2014 school year, and a full rollout is planned in the 2014-2015 school year. A bachelor's degree is required for new lead teachers. Assistant teachers are required to have a Child Development Associate (CDA) credential. Maximum class size is now 22 students, and a teacher-student ratio of 1:11 is allowed.^{xxix}

Alabama. The Alabama program provides access for 4 year olds but is limited by availability of locations. The program has high standards and met all 10 of the NIEER quality benchmarks. The program has had significant support from the state's business community. A task force, composed of the Business Council of Alabama and the Alabama School Readiness Alliance, made recommendation for expanding access to the programs, and in 2013-2014, funding increased from \$19 million to \$28 million.^{xxx}

New Jersey. A New Jersey Supreme Court case called the Abbott decision requires that all 3- and 4- year-old children in the highest-poverty school districts receive a high-quality preschool education. As a result, all children in 31 school districts are eligible to receive a full-day/full-year pre-k program from teachers certified in early education. In 2008, New Jersey passed a law that set differentiated pre-K allocations per child, based on the setting where the care is provided. These rates were based on an analysis of actual expenditures conducted by the state Department of Education. The allocations included in the 2008 act were \$11,506 for public schools and \$12,934 for licensed child care programs.^{xxxi}

Word Gap Models

Several local and state-based initiatives have launched over the past year to address the word gap research described above. These efforts are working to increase the words heard by children, especially low-income children, in their home before they enter kindergarten. A deficit in the number of words low-income children hear prior to kindergarten is a barrier to development of reading skills.

Talk with Me Baby. A partnership in Georgia among the state Departments of Early Learning, Education, and Public Health, as well as the Atlanta Speech School and the Emory University Schools of Medicine and Nursing has launched the Talk With Me Baby campaign. The campaign seeks to build public awareness of the importance of talking with infants and children. Resource kits provide new parents with information and activities for interaction with infants. Nurses and WIC nutritionists coach expectant and new parents on the importance of "language nutrition." Materials are available and videos are shown in the waiting rooms of OB/GYNs, pediatricians, and WIC offices.^{xxxii}

Talking is Teaching. In Tulsa, Oklahoma, "Talking is Teaching" is a new effort to support parents' and caregivers' efforts to increase the number of words infants and toddlers hear spoken every day. The campaign will use a community-wide approach engaging pediatricians, business owners, faith-based leaders, librarians and others. "Talking is Teaching" will share with parents and caregivers how simple actions – like describing objects seen during a walk or bus ride, singing songs, or telling stories for just five minutes, three times a day – can significantly improve a baby's ability to learn new words and concepts. The campaign joins with the Tulsa Educare program and is supported by the George Kaiser Family Foundation.

Providence Talks. The City of Providence, Rhode Island is using home visitation programs and a grant to establish a program that monitors how many words are spoken by caregivers for children. The caregiver receives the information monthly and is coached on strategies and resources for improving the quantity of spoken words. So far, parents have increased the number of words spoken to their children by 55 percent. The program was launched in 2014.^{xxxiii}

What Can We Do to Improve What Happens During the School Day?

While there are many different strategies that could be used to improve what happens during the school day, this report focuses on support for Priority and Focus schools, the State Personnel Development Grant, teacher preparation and certification, chronic absence, and retention of students.

State Support for Priority and Focus Schools

Every child deserves the opportunity to attend a school that can provide him with the education he needs to succeed in life. Some schools have a more difficult time meeting the needs of their students, for a range of reasons that include high percentages of children from low-income families, low levels of parent engagement, limited professional development for teachers, and a lack of leadership by the administration or school board.

Current Policy

In 2012, the U.S. Department of Education approved a waiver to ESEA for Arkansas. Most of the waiver is focused on a goal of strengthening strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools. Through the waiver, ADE established a new accountability system that classifies schools based on whether or not they achieve annual measurable objectives (AMOs) in performance or growth for all students and for a Targeted Achievement Gap Group (TAGG), which includes students who are economically disadvantaged, English language learners, or who have a disability.

School Classifications. Schools are broadly classified into two groups – Achieving or Needs Improvement. Those schools on the extremes are further classified as Exemplary, Needs Improvement Focus, or Needs Improvement Priority. The table on the next page provides a description of each category and the level of ADE engagement required and district autonomy allowed for each.^{xxxiv}

Accountability Status	Description	ADE Engagement/ District Autonomy
Exemplary	High performance High progress High TAGG performance High TAGG progress	Very low ADE engagement Very high district autonomy
Achieving	3-yr Arkansas Comprehensive School Improvement Plan (ACSIP) – meet all performance, graduation rate, and growth AMOs for All Students and TAGG 1-yr ACSIP – meet all performance and graduation rate AMOs for All Students and TAGG, but miss growth AMOs for All Students and TAGG	Very low ADE engagement High district autonomy
Needs Improvement	Does not meet performance, graduation rate, or growth AMOs for All Students and TAGG	Low to Moderate ADE engagement Moderate district autonomy

Needs Improvement Focus	Schools with largest, persistent gaps between Non-TAGG and TAGG students	Very high ADE engagement Low district autonomy
Needs Improvement Priority	Schools with persistently lowest achievement in math and literacy over three years for All Students	Very high ADE engagement Low district autonomy

Source: http://www.arkansased.org/public/userfiles/Flexibility/ESEA_Flexibility_Information.pdf

ADE has developed supports for and requirements of Priority and Focus schools based on the following turnaround principles:

1. Provide strong leadership
2. Ensure effective teachers
3. Redesign the school day, week, or year to provide additional time for student learning and teacher collaboration
4. Strengthen the school's instructional program
5. Use data to inform instruction
6. Establish a school environment that improves safety
7. Engage families and communities

Support for Priority Schools. ADE assigns each Priority school a School Improvement Specialist (SIS) who helps them develop and implement a Priority Improvement Plan (PIP) and to broker resources. The SIS is present on campus one day a week. The SIS works with principals to build skill sets, including how to support the instructional process, what to look for in the classroom, and that their visibility makes a difference. The SIS helps the principal establish a leadership team and shows them how to disaggregate data to improve instruction. ADE works with the entire leadership team so that if the principal leaves, the rest of the team can help bring the new principal along. In addition to working with the SIS, Priority Schools must select an external vendor, from an ADE-approved list, that works with them one day a week to implement their PIP. Some schools have multiple vendors on site; they can use their School Improvement Grant funds, described below, to apply for additional consultants. Priority Schools can also access the services of the State Personnel Development Grant (SPDG) office.

Support for Focus Schools. With Focus schools, ADE's work is more targeted since the school most often tends to be struggling with just one area, either literacy or math, rather than both. Professional Development Specialists at ADE are assigned to Focus Schools and work with them one day a month. If a school needs more support, then ADE will provide it for them. Focus schools can select a vendor from the state-approved list or they can hire their own school improvement specialist. Most schools hire their own person. Some will repurpose an existing staff person, such as a literacy specialist. If a Focus school does not make progress on their AMOs or interim measurable objectives after one year of implementation of their PIP, then they are required to hire an external provider.^{xxxv}

School Improvement Grants. School Improvement Grants are authorized by ESEA and the funds are provided by the U.S. Department of Education to ADE. Arkansas receives about \$6 million a year and invites Priority Schools to compete for the funds. The schools must use the funds to implement one of four models: turnaround, restart, school closure, or transformation.^{xxxvi}

Office of Intensive Support. ADE has established an Office of Intensive Support to work with those districts that are under academic or fiscal distress or that are otherwise under state watch or governance.

State Personnel Development Grant. The State Personnel Development Grant is an office supported by ADE to provide resources, professional development, and consultation for a particular model that is designed to help close the achievement gap between certain groups of students. This model is called Response to Instruction and Intervention (RtI²).

Outcomes

The following table shows all elementary schools that were classified as a Priority or Focus School for the 2011-2012 or 2012-2013 school years. In 2011-2012, 10 schools received a Priority designation, and 41 were classified as Focus schools. Of the 10 Priority Schools, two improved – Wilson Elementary in the Little Rock School District became an Exemplary School, and Boone Park in the North Little Rock School District was named an Achieving School. The other 10 schools maintained their Priority status. Seven of the 41 Focus Schools moved up to become Achieving Schools – Marvell, Washington in Fayetteville, Morrison and Tilles in Fort Smith, Brady in Little Rock, Lynch Drive in North Little Rock, and George in Springdale. Two schools closed, and the other 32 remained as Focus Schools. The majority of elementary schools fall into the Needs Improvement Category, and over half of the schools designated as Achieving Schools in 2011-2012 dropped to Needs Improvement in 2012-2013.^{xxxvii}

District	School	2011-2012	2012-2013
Augusta	Augusta Elementary	Focus	Focus
Dermott	Dermott Elementary	Focus	Focus
Dollarway	Alzheimer-Martin Elementary	Priority	Priority
Fayetteville	Washington Elementary	Focus	Achieving
Forrest City	Central Elementary	Focus	Focus
Forrest City	Stewart Elementary	Focus	Focus
Fort Smith	Harry C. Morrison Elementary	Focus	Achieving
Fort Smith	Tilles Elementary	Focus	Achieving
Fort Smith	Trusty Elementary	Priority	Priority
Hamburg	Wilmot Elementary	Focus	Focus
Helena-West Helena	J.F. Wahl Elementary	Focus	Closed
Hermitage	Hermitage Elementary	Focus	Focus
Hot Springs	Langston Magnet	Focus	Focus
Hughes	Mildred Jackson Elementary	Focus	Focus
Jonesboro	Health/Wellness Environment Magnet	Focus	Focus
Jonesboro	Microsociety Magnet	Focus	Focus
Lakeside	Lakeside Elementary	Focus	Focus
Lee County	Whitten Elementary	Priority	Priority
Little Rock	Bale Elementary	Focus	Focus
Little Rock	Baseline Elementary	Priority	Priority
Little Rock	Brady Elementary	Focus	Achieving
Little Rock	Franklin Incentive Elementary	Focus	Focus
Little Rock	Geyer Springs Elementary	Priority	Priority
Little Rock	M.L. King Magnet Elementary	Focus	Focus
Little Rock	Romine Interdistrict Elementary	Focus	Focus
Little Rock	Stephens Elementary	Focus	Focus
Little Rock	Wakefield Elementary	Focus	Focus
Little Rock	Wilson Elementary	Priority	Exemplary

Magnolia	Central Elementary	Focus	Focus
Magnolia	East Side Elementary	Focus	Focus
Marvell-Elaine	Marvell Primary	Focus	Achieving
Mineral Springs	Saratoga Elementary	Focus	Focus
Mulberry	Marvin Primary	Focus	Focus
North Little Rock	Belwood Elementary	Focus	Closed
North Little Rock	Boone Park Elementary	Priority	Achieving
North Little Rock	Crestwood Elementary	Focus	Focus
North Little Rock	Indian Hills Elementary	Focus	Focus
North Little Rock	Lynch Drive Elementary	Focus	Achieving
North Little Rock	North Heights Elementary	Focus	Focus
North Little Rock	Pike View Elementary	Focus	Focus
North Little Rock	Seventh Street Elementary	Focus	Focus
Pine Bluff	Greenville Elementary	Priority	Priority
Pine Bluff	Oak Park Elementary	Priority	Priority
Pulaski County	Harris Elementary	Priority	Priority
Pulaski County	Murrell Taylor Elementary	Focus	Focus
Smackover	Smackover Elementary	Focus	Focus
Springdale	George Elementary	Focus	Achieving
Springdale	Monitor Elementary	Focus	Focus
Springdale	Parson Hills Elementary	Focus	Focus
Stephens	Stephens Elementary	Focus	Focus
Texarkana	Union Elementary	Focus	Focus

In 2012, the Bureau of Legislative Research (BLR) released a report outlining what has been spent on outside consultants and what has been accomplished with those funds. They found that between 2007 and 2011, nearly 300 schools had received some type of service from a school improvement provider, with a total cost of nearly \$70 million. BLR compared schools that received consulting services to those that did not and found the schools that hired consultants typically had lower test scores in 2006 and higher percentages of low-income students, which is to be expected considering the schools that hired school improvement consultants are, by nature, low performing schools, and high rates of poverty are associated with lower student performance.

BLR found that schools receiving services had significantly higher gains in both math and literacy proficiency between 2007 and 2011 than schools that received no services. Schools that received services saw their literacy proficiency rates increase 18.6 percentage points from 40.5 percent in 2006 to 59 percent in 2011. By contrast, schools that did not receive consulting had an increase of 12.4 percent from 48.2 percent in 2006 to 60.6 percent. Average annual literacy gains were the highest for schools working with the Arkansas Leadership Academy, Evans Newton, and Elbow to Elbow. Further analysis found that Elbow 2 Elbow, Evans Newton, and JBHM had statistically significant literacy gains.^{xxxviii}

Gaps and Barriers

In the first two years of implementation of the state's new accountability system, the majority of elementary schools classified as Focus or Priority did not improve their status. Some possible reasons for their difficulty include the following:

- 1. Districts Don't Have the Capacity to Take Advantage of Resources:** Given the staff and leadership challenges that some schools and districts face, they may have difficulty taking advantage of the resources that are available to them. For example, all Priority Schools are eligible to apply for School Improvement Grants, but some schools do not apply, either because they do not know how to make a proposal competitive or do not have the capacity to actually write the proposal. One district turned back NSLA funds because they did not have the human resources to implement proven strategies like tutoring, pre-K, or summer and after-school programs. Schools may also lack capacity to partner with nonprofits in their community that could provide some of these programs.
- 2. School Boards:** In some communities, school boards struggle to make the decisions that need to be made for the district. For example, the school board may prevent a superintendent from taking personnel actions that would improve instructional strength. In other cases, a school board might be reluctant to remove a superintendent who is not doing his or her job.
- 3. Challenges with Outside Vendors:** Currently, Priority Schools choose an outside vendor from the state-approved list. However, those vendors are only on campus one day a week. ADE has acknowledged that schools might be better served by using the available resources to hire somebody who can be present all week, provide continuity, and keep the improvement process moving forward even when the principal gets pulled in other directions. ADE has requested this flexibility in their pending ESEA waiver amendment.^{xxxix}

Models

Brady Elementary School. Brady Elementary School is in the Little Rock School District, and principal Tyrone Harris attributes its success to core instruction and the support provided to children who need additional help. When Brady was first identified as a Focus school, a specialist from ADE met with Harris and his staff several times a week and attended their leadership team meetings. The specialist also accompanied Harris on classroom observations. They discussed what they saw and then shared it with the teachers.

Harris and his team, which includes a strong literacy coach, use data from instruments such as SOAR and TLI to determine the extra supports the children need, which might include small intervention groups led by paraprofessionals or volunteers. They hold weekly grade-level planning meetings where teachers share what they need, and then the literacy coach provides those resources.

Brady also operates an after-school enrichment program from October to March, three days a week for two hours after school. The school use both literacy and math assessments to identify those children most at need – children who score at the basic or below basic levels. While not required, the program is strongly encouraged, and most of the students identified participate. Children can ride the school bus home. Two days a week they focus on instruction, with a 1:10 teacher/paraprofessional to child ratio. On Thursdays, they focus on fun activities that allow the children to use their literacy and math skills, such as theater and hands-on math projects. Harris has used both NSLA and Title I funds to support the program.

George Elementary School. In Springdale, George Elementary had met standards two years in a row under the old accountability system, but when the new system went into place, the school was classified as a Priority school because it did not meet its AMO for the TAGG. About 70 percent of the students are English language learners (ELLs) and 86 percent receive a free or reduced price lunch. ELLs who do not attend pre-K often speak little English when they get to kindergarten. With support from ADE, Principal Annette Freeman focused on three strategies 1) research-based professional development, 2) data-driven decision making, and 3) addressing the whole child.

Freeman and her team used the data to figure out what was and was not working and then changed the things that were not working, providing teachers with professional development to implement those new strategies. They immediately realized that they had been teaching to meet the needs of children whose primary language was English, and needed to shift to include strategies that work for teaching ELLs. One change they made was to focus more on phonemic awareness and phonics since many of the ELLs did not know all of the English sounds.

Freeman shared classroom-level data with all teachers and helped them set SMART goals. They reviewed the data every two weeks and set action plans for moving the needle before the next meeting. They used the data to assign children to flex groups and tutors based on their instructional needs. If a child is stuck, they use the data to analyze why and help the child move forward. They use Title I funds to pay tutors who are certified teachers and invest in a system that links assessment and instruction.

Finally, Freeman and her team understood that children have to attend school to achieve. The staff used their data to identify those children with health and social issues and reached out to their families at home before school started. The goal was to build relationships with the families and connect them to resources such as dental care, health insurance, or a place to live.

Marvell Primary School. During the first year of the new accountability system, Marvell-Elaine Primary School was designated a Needs Improvement Focus school. In 2011-2012, 68 percent of their students read on grade level. By the next school year, 81 percent of the students were reading on grade level. Marvell's success is attributed, in large part, to leadership. Principal Sylvia Moore is respected by her staff, and she works elbow-to-elbow with them. She has a tremendous literacy coach who works one-on-one with teachers. Marvell's outside provider was Education Consulting Services (ECS). With the support of the principal and literacy coach, ECS employed a coaching model with the teachers. The consulting team helped the teachers develop lesson plans, taught with them in the classroom to model new strategies, observed implementation of those new strategies, and provided ongoing feedback. ECS also helped Marvell determine which formative assessment would be best for them to use and helped them develop an assessment wall so they could track student progress on a regular basis.^{xi}

Teacher Preparation and Certification

Children spend six to seven hours every day with their teachers. The education that teachers receive in college and their ongoing professional development are critical to their ability to succeed in the classroom.

Current Policy

State policy for teacher preparation and certification is focused on two key areas: the competencies that should be mastered by teachers and the minimum scores required for passage of teacher certification exams. A new state law on dyslexia also impacts teacher preparation.

Competencies. ADE determines the competencies that should be mastered by all teachers. For elementary teachers, the current competencies are designed for pre-kindergarten through 4th grade and for 4th through 8th grade. Beginning with students entering teacher preparation programs in Fall 2015, the competencies for teachers of young children will be grouped into birth through kindergarten and kindergarten through 6th grade. The competencies for elementary teachers of grades K-6 will cover the following areas related to literacy:

1. Reading – Foundational Skills
2. Reading – Literature

3. Reading – Informational Text
4. Writing
5. Speaking and Listening
6. Language (grammar)
7. Disciplinary Literacy (reading and writing in other subjects)^{xli}

Each college of education in the state develops course offerings based on the competencies. The colleges will spend the next year developing their curricula for the new K-6 competencies. It is expected that these new competencies will lead to increased course offerings related to literacy. Seventeen colleges and universities currently offer Bachelor's Degree programs in early childhood education.

Licensure. Individuals who have completed a bachelor's degree in early childhood education (or elementary education in the near future) must take and pass the Praxis exam in order to receive the current P-4 and new K-6 teaching licenses. The exam for the new K-6 license has four parts – math, reading language arts, science, and social studies. An individual must receive a passing score on each section. Any subtest can be retaken if a passing score is not received on that section. This is a recent change to the policy; previously, an individual could fail a portion of the test yet still have an overall passing score.^{xlii}

In Arkansas, a passing score on the reading and language arts subtest will be 165, which is the same passing score for all other states that use the Educational Testing Service Praxis exam except for one state. Connecticut requires a score of 174. The states with the same requirement as Arkansas are Alabama, Delaware, the District of Columbia, Hawaii, Idaho, Indiana, Kentucky, Maine, New Hampshire, New Jersey, Rhode Island, Utah, Vermont, and West Virginia.

Dyslexia. Another recent policy change that colleges of education must take into account is a bill passed during the 2013 legislative session regarding children with dyslexia. The new law requires screening for dyslexia between kindergarten and 2nd grade, further evaluation if warranted, and appropriate interventions if dyslexia is identified. Current teachers must receive professional development on dyslexia, and teacher preparation programs must include information on the identification of students at risk of dyslexia.

ADE has developed a Dyslexia Resource Guide to provide school districts, public schools, and teachers with guidance to meet the needs of children with dyslexia. ADE has addressed the definition of dyslexia, indicators of students with dyslexia, the use of Response to Intervention, universal screening for K-2nd grade students, dyslexia evaluation, instructional approaches, dyslexia therapist training and approved programs, professional awareness, and reporting. According to the new law, schools must have individuals serving as dyslexia interventionists at the therapeutic level, no later than the 2015-2016 school year. However, no Arkansas universities currently have dyslexia therapist training programs. For now, ADE will allow training provided by either a nationally accredited training program or one aligned with the International Multisensory Structured Language Council or the International Dyslexia Association. ADE has also worked with AETN to develop an online professional development module on the indicators of dyslexia and the science behind teaching a student who is dyslexic.^{xliii}

Outcomes

In May, ADE released its first "Educator Preparation Performance Report." The report provides information about graduates' success at the institution and program level. Information includes licensure exam pass rates; required credit hours; surveys that gauge novice teachers' perception of programs; program field experiences, clinical practice and faculty data; enrollment/race data; numbers of teachers prepared, licensed and working in Arkansas public schools; and out-of-state teacher data. Future reports will include a

link to teacher-student growth measures; novice teachers' employer surveys; standardized test scores (GRE, SAT and/or ACT) for program completers; and recruitment and retention data.

The following table shows the number and percentage of students who passed the current early childhood components of the PRAXIS on their first attempt between September 2012 and August 2013. A passing score on each exam is 157. Higher percentages pass after taking the test several times.^{xliv}

	Early Childhood Content Knowledge				Principles of Learning Teaching: Early Childhood			
	N	Mean Score	Number Passing	Percent Passing	N	Mean Score	Number Passing	Percent Passing
ASU	145	176	144	99.3	151	165	116	76.8
ATU	98	178	97	99	81	166	64	79
Harding	111	178	111	100	89	169	77	86.5
Henderson	58	175	58	100	83	166	70	84.3
John Brown	31	183	31	100	22	176	21	95.5
Lyon	7	181	7	100	7	169	6	85.7
OBU	22	180	22	100	13	167	11	84.6
Philander Smith	5	167	4	80	3	*	*	*
SAU	53	175	52	98.1	50	161	30	60
UA	108	178	107	99.1	132	172	121	91.7
UAFS	47	176	47	100	52	164	44	84.6
UALR	46	178	46	100	58	169	51	87.9
UAM	32	170	30	93.8	38	164	27	71.1
UAPB	7	169	6	85.7	6	155	2	33.3
UCA	106	178	104	98.1	99	170	92	92.9
U of Ozarks	13	177	13	100	6	172	6	100
Williams Baptist	14	177	14	100	15	169	12	80
Statewide	909	177	898	98.8	910	167	756	83.1

Gaps and Barriers

Evaluating the Quality of Teacher Prep Programs. One challenge we have had as a state is evaluating the quality of our teacher preparation programs and sharing that information publicly so that individuals who want to become teachers can make informed choices about the schools they attend. The new “Educator Preparation Performance Reports” will go a long way toward achieving this goal. As much or more importantly, because this information will be public, colleges of education will be encouraged to address those areas where improvement is needed.

Implementing the New Dyslexia Law Requirements. Dyslexia is a neurological disorder that interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing, in reading, writing, spelling, handwriting, and sometimes in arithmetic. As a result, as colleges of education think about how to teach about dyslexia, they will need to draw upon other disciplines.

Model

UALR. The University of Arkansas at Little Rock College of Education and Health Professions is developing its approach to preparing educators for the new dyslexia law in three ways. First, they are adding references to dyslexia in relevant teacher education courses on topics such as teaching methods, diagnosis, differentiation, and reading. This includes understanding what dyslexia is, understanding the markers and how to assess for them, using the RTI process to meet the needs of children with dyslexia, and recognizing

which instructional methods are most effective. Second, they are developing a two-year graduate level dyslexia therapist training program that would result in a certification. As a first step, UALR is identifying existing faculty members who want to become certified so they can teach in the program. Finally, UALR is interested in research around dyslexia, particularly around interventions.

Chronic Absence

When children miss school, they miss out on instruction from their teachers. If they miss too much school, they have a difficult time catching up with their classmates. In the early grades, they are missing out on the building blocks for reading that they will need throughout the rest of their life.

Current Policy

Under state law, local school boards have the responsibility to develop and adopt student attendance policies.^{xlv} Most districts take advantage of the Model Policy Service provided by the Arkansas School Boards Association. Therefore, local attendance policies can vary, but there is a lot of similarity. For example, local district policies tend to define two types of absences – excused and unexcused. Excused absences require a parent’s permission and include reasons such as illness, school activities, court appearance, etc. All other absences are usually considered unexcused. Excessive absences are usually defined based on a number of days absent, and parents are contacted when the number of absences begins to approach that limit. Once the limit has been reached, districts notify the prosecuting attorney.

The number of days that students are present and absent is used to calculate an average daily attendance (ADA). This is the standard metric used by schools and districts to assess whether or not they have an attendance problem.

Research

A growing body of research on school attendance makes the case for looking at attendance in a different way. Rather than using ADA as the yardstick, districts around the country are beginning to use a measure called chronic absence. Chronic absence is defined as missing 10 percent or more of the school year, for any reason. Both excused and unexcused absences are counted. ADA can mask chronic absence. While 95 percent ADA is considered good, an analysis of six elementary schools in Oakland, California that had 95 percent ADA, found their chronic absence rates ranged from 7 percent to 16 percent.^{xlvi}

The theory behind the measure of chronic absence is that when a child is not in school, for any reason, he is missing out on instruction, and is less likely to have academic success. Analysis of chronic absence data in a growing number of districts around the country provides evidence that this common sense statement is in fact true. A recent analysis of Arkansas data found that more than one in 10 kindergartners and first graders are chronically absent, and half of all chronically absent students in grades 1 through 3 are not reading proficiently.^{xlvii}

Using chronic absence as a measure rather than the number of days absent, can also help schools and districts act more proactively to address absence problems. They can look at chronic absence rates for various subgroups of children to determine where to target resources, starting at the beginning of the school year. If they review chronic absence rates for individual children on a regular basis, they can identify children with high chronic absence rates as early as August or September, rather than waiting until they have accumulated a certain number of days absent.

Gaps and Barriers

Attendance Works has engaged school districts around the country to address chronic absence. In that work, the group has identified three categories of reasons that children miss school – myths, barriers, and

aversion.

Myths. The myths are usually beliefs that parents and other caregivers, and sometimes teachers and administrators as well, have about the importance of school attendance. One common myth is that absences are only a problem when they are unexcused. Another belief is that it is acceptable to miss school sporadically; therefore it is only a problem when children miss several days in a row. And finally, parents place more value on attendance when children are older, believing that the early grades, and kindergarten and pre-K especially, are primarily about child care and less about learning.

Barriers. There are also barriers that keep children from coming to school. For example, a child who does not have access to health or dental care may be struggling with treatable health issues such as asthma, diabetes, or cavities. Children who rely on the bus to get to school may be absent when they miss it and have no other way to get to school because their family does not have a vehicle.

Aversion. Finally, aversion can be a reason that kids miss school. A child who is not doing well in school will find ways to avoid going to school like telling his parent that he does not feel well. A child who is bullied at school may also seek out reasons to stay at home. And finally, parents who had negative experiences when they were in school will give in to their children's requests to stay home or prioritize other tasks or activities over taking their children to school.

Over the past school year, seven school districts have been working with the Arkansas Campaign for Grade-Level Reading and Attendance Works to analyze chronic absence data, develop strategies for reducing chronic absence, and as a result, increase academic outcomes for children. These districts are Blytheville, Conway, Dermott, Flippin, Marvell-Elaine, Pulaski County, and Springdale. They have identified a few challenges to developing and implementing chronic absence strategies:

1. **Inconsistent Data:** Over the past few years, ADE has worked with districts around the state on a transition to a new web-based data system, called E-school. The integration of all districts into the system will be completed in the 2014-2015 school year. As school and district personnel learn the new system, the transition has led to some inconsistencies in how attendance data is reported. For example, an analysis of data found that statewide chronic absence rates doubled between the 2011-2012 and 2012-2013 school years, which is not a likely occurrence.
2. **Law Enforcement:** While referral to the prosecuting attorney for excessive absences is a key tenet of most local attendance policies, districts report little action on those referrals from law enforcement and the courts.

Models

Indiana. In 2013, the Indiana legislature passed a law that changed the state's *definition of chronic absenteeism* to include excused and unexcused absences and sets the mark at missing 10 percent of the school year. The new law requires the state Department of Education to *provide schools with resources and guidance* in best practices and strategy to reduce chronic absenteeism. Schools, in turn, must develop "*chronic absenteeism reduction plans*" that will be incorporated into school improvement plans. Legislators also established an interim study committee to examine the definitions of excused and unexcused absences, as well as the use and effectiveness of school district-court partnerships in serving habitually truant students (along with suspended and expelled students).

Maryland. Maryland has a strong commitment to data tracking and reporting. Chronic absence and average daily attendance are maintained on the Maryland State Department of Education's report card website.

Utah. Utah is engaged in a public awareness campaign among various stakeholders, educating them about the importance of school attendance and its relationship to academic achievement. The stakeholders include the state teacher’s union, PTA, cities, elected officials and community leaders. The campaign includes the following components:

1. Public service announcements in English and Spanish with Gov. Gary R. Herbert or Real Salt Lake soccer player Sebastian Velasquez
2. Proclamations announced by several major cities in Utah, and
3. A back-to-school event with Gov. Herbert where he issued a formal proclamation declaring September as Attendance Awareness Month.

Retention

Retention has long been a controversial policy among education researchers, professionals, and parents. While research shows that retained students tend to have worse social-emotional and educational outcomes, critics argue that social promotion causes problems as well.

Current Policy

As a result of the Lakeview Supreme Court decision, the Arkansas legislature passed a bill in 2003 that established a statewide educational assessment system in literacy and math for children in grades K-12. Each school district must ensure that educators in that district provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in Kindergarten through 2nd grade or through teacher observation, should receive intensive reading instruction. The student’s reading is reassessed, and intensive reading instruction is provided until the deficiency is corrected. Parents must be notified in writing of the deficiency and given a description of the services being provided to the child and the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

Students in 3rd grade and above who do not meet the satisfactory pass levels in the most recent benchmark assessment must participate in remediation activities as required in the student's individualized academic improvement plan beginning in the school year the assessment results are reported. Parents must be notified. Students that do not participate in the academic improvement plan are to be retained in their current grade until they have participated in an academic improvement program or passed the benchmark.^{xlviii}

To implement the requirements of this legislation, ADE supports the application of an effective Response to Intervention System (RTI). According to the National Center on RTI (2010), the critical components of a research-based RTI system are as follows:

- Data-based decision making
- Screening
- Progress monitoring
- Multi-level prevention system

RTI infuses these components through a multi-tiered systematic framework that is designed to provide effective instruction, screening, progress monitoring and providing research-based interventions when

necessary. Ideally, this framework of actions is implemented to prevent students from requiring special education services when possible. The RTI system should include three levels of prevention:

- **Tier I: Primary prevention** involves the delivery of high-quality core instruction that meets the needs of most students in the class.
- **Tier II: Secondary prevention** involves the delivery of research-based intervention(s) of moderate intensity to address the learning or behavioral challenges of most at-risk students in the class.
- **Tier III: Tertiary prevention** involves the delivery of individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

Arkansas' implementation of an effective RTI framework is designed to intervene early and often for those students experiencing reading and mathematics difficulty. Implementing this model with fidelity at the school and classroom level allows teachers and administrators to have confidence that every child has the opportunity to achieve success.^{xlix}

Research/Outcomes

A large body of research shows that retained students tend to have worse social-emotional outcomes and are more likely to drop out of school than similar students who are promoted.^l A review of 91 studies found that retention by itself does not appear to benefit students. Retained students experienced either no academic gains or short-term gains that faded over time, and the negative effects carried over to postsecondary education and employment outcomes in adulthood.^{li}

Social promotion, or the practice of advancing students with their peers whether or not they demonstrate the required skills for the next grade, has been defended as preventing damage to a child's social and psychological well-being. However, critics argue that this practice puts students into grades before they are ready for the work, forces teachers to deal with unprepared students, and gives parents a false sense of progress for their children.^{lii}

A more recent development in education policy has been the advent of test-based retention or promotion, which is tied to additional interventions for retained students.

In 2002, Florida began requiring 3rd grade students to be retained if they did not score at least a Level 2 ("limited success") on the Florida Comprehensive Assessment Test. In addition to retention, Florida implemented a series of other interventions for students who did not meet this score and were not granted an exemption from the policy. These include requiring schools to develop academic improvement plans customized to retained students' needs; requiring students to attend a summer literacy camp; assigning retained students to a "high-performing teacher"; and providing an additional 90 minutes of daily reading instruction during students' retained year.^{liii}

In the first year that Florida's retention policy was implemented, the percentage of third graders retained jumped from 2.8 percent to 13.5 percent. After two years, students retained under the policy performed significantly better in both reading and math than comparable students who were promoted. Retained students were also less likely to be retained in a subsequent grade.^{liv} A more recent study on the statistical significance and effectiveness of third grade retention policy in Florida found no significant evidence that student outcomes improved long term. Additionally, the study found no statistical evidence of retention's impact on students needing remedial courses in later grades.^{lv}

Florida's policy incorporated retention side by side with strenuous reading interventions for students determined to be falling behind. The effects of retention versus these other interventions cannot be easily disentangled, and the implementation of these interventions appears to matter a great deal. For example,

retained students under a similar test-based promotion policy in Chicago were found to fall behind their promoted counterparts by the sixth grade, whereas evaluations of the Florida policy using the same method showed gains increasing over time.^{lvi} While social promotion was ended in both examples, the details of implementation led to different results for students. Studies of test-based retention in Chicago and Florida have not examined the social or emotional impacts on retained students. KIPP uses Light's Retention Scale to determine whether or not retention is likely to be successful. The scale takes into account a host of factors including age, gender, physical size, parent involvement, behavior, and history of delinquency, attendance, and previous retentions.^{lvii}

Gaps and Barriers

In recent years, several states have passed policies requiring students to be retained if they have not reached reading proficiency by the end of third grade. Florida, Oklahoma, Ohio, and North Carolina are just a few examples. As the research has shown, Florida's policy has worked, at least in the first few years following retention, because of the additional supports they have provided to help the children achieve reading proficiency, either before or after they reach the third grade. But those supports cost money. And retention policies without support cost money as well.

Cost of Educating Students for Another Year. Retaining students is expensive. Oklahoma's retention law passed in 2011 and was to go into effect for children reaching the end of third grade during the 2013-2014 school year. When the results were released this spring, 16 percent of third graders statewide scored unsatisfactory on the state reading exam. Almost 8,000 third graders could have been retained.^{lviii} In 2011, an analysis showed that retention of between 2,200 and 3,200 students would have cost the state an additional \$18 million to \$25 million for the extra year of school the state would have to provide.^{lix} Given the actual numbers of children who failed the exam this past year, the costs might have been double or triple that amount, for just one class of retained students. In May, the Oklahoma legislature passed a law that would make it possible for a child who scored unsatisfactory on the reading test to be promoted, as long as a team of parents and teachers approve. Governor Mary Fallin vetoed the bill, but the legislature overrode her veto.^{lx}

Cost of Reading Intervention. The cost of reading interventions varies depending on student needs and the program that is selected for each student. A recent cost-effectiveness analysis on reading programs revealed that some intensive reading programs can cost as much as \$12,000 per student. Direct additional costs of these interventions include materials such as computer-based lessons and quizzes, additional books, and manuals and teacher guides.^{lxi} Every reading intervention also requires more adult time than the typical classroom environment. An analysis of 12 published studies by the University of Texas Center on Instruction shows that costs per student of personnel range from \$156 to \$6,487; the midpoint of costs was just under \$2,000 per student per year.^{lxii}

Cost of Professional Development. Florida has spent \$300 million on teacher professional development for reading alone over the last seven years, more than \$3,000 per teacher per year.^{lxiii}

What Can We Do to Improve What Happens After School and During the Summer?

Parent Engagement

Students benefit academically from parent engagement. Ideally parent engagement is two-pronged - providing an avenue for input from parents on school issues and providing input to parents about their children's education, their teachers, and the quality of their children's school. An effective parent

engagement strategy will result in a family-school partnership and will meet the needs and interests of the families of diverse student populations.

Current Policy

Federal. ESEA, which originally passed in 1965, was seen as an opportunity for low-income parents to hold their children's school districts accountable. The act spurred interest in providing parents information on topics such as teacher quality and assessment data so they, in turn, could demand improved public schools. However, those ideals have not been fully recognized. In an effort to move forward on this promise, this spring the U.S. Department of Education released the "Partners in Education Framework" to encourage and assist schools in improving parent engagement.

Family engagement has long been part of federal policy through Title I of the ESEA. Title I, which provides additional funding to schools based on rates of poverty, requires that those schools develop parental involvement policies. Title I outlines the actions required by state departments of education, districts, and schools in relation to parent involvement. The law states that parents are to be included in the decision-making efforts of the schools and districts. Schools must insure inclusion, enabling parents' access to information about their child's education to the "extent practicable, in a language that parents can understand."^{lxiv} Additionally, Title III of ESEA specifically addresses participation of parents of English Language Learners in relation to language instruction programs and language acquisition.

Arkansas. Thirty-nine states and the District of Columbia have enacted laws concerning family engagement policies. According to a 2005 report by the Education Commission for the States 17 states including Arkansas require all districts (not just Title I recipients) to implement parental involvement policies. Arkansas requires schools to have parent involvement plans and parent involvement facilitators at every school. Recent legislation has attempted to strengthen the impact of parent involvement requirements in the schools. Act 1002 of 2011 required ADE to monitor school districts' parent involvement plans and evaluate their implementation and effectiveness. Also, act 1423 of 2013 requires that parent-friendly summaries of the parental involvement plan be provided to parents at the time the plans are finalized.

ADE has promulgated rules to govern the implementation of parent involvement plans. The rules state that all districts must have a parent involvement plan that is part of the district's Arkansas Comprehensive School Improvement Plan (ACSIP). A parent facilitator must be designated. Efforts are to be made to involve parents in roles such as:

1. Involvement in the education of their children
2. Volunteer activities
3. Learning activities that support classroom instruction
4. Participation in school decisions
5. Collaboration with the community
6. Development of school goals and priorities
7. Evaluating the effectiveness of the ACSIP^{lxv}

The rules require Title I schools to comply with federal guidelines for parental involvement plans, which include the following:

1. Insuring that parents with disabilities have support and services to enable them to participate
2. Requiring that schools provide an information packet describing programs and ways parents can be involved
3. Designating a licensed teacher as parent facilitator on top of her teaching responsibilities, for which she receives supplemental pay

The rules also outline strategies for schools to capitalize on community resources and encourage the use of parent centers. ADE is required to monitor the development and implementation of the plans every six years.

Fifteen states encourage or direct employers to enable parents to attend school activities such as parent/teacher conferences. Arkansas does not, but did pass legislation (Act 1028 of 2007) to allow state employees one day paid leave for participation in their children's educational activities. In 2012, several states, including Massachusetts, added family engagement to their educator evaluation systems, as one of the components used to evaluate teachers and administrators.^{lxvi}

The Arkansas State Board of Education has undertaken a review of parent engagement. The National Association of State Boards of Education produced a guide titled, "How Schools Work and How to Work with Schools." Some of the discussion is summarized below:

1. To reach parents include networking through other parents and information enclosed with utility bills
2. Collaborate with the local Parent Teacher Organization
3. Identify target groups and key communicators including religious organizations
4. Conduct outreach through media that parents use, local service providers, and other channels
5. Build parent trust and understand cultural nuances
6. Go to locations outside the school to meet with parents

The State Board also discussed the need for a handbook on parent communication. Two former teachers of the year are studying the Parent Academy in Kentucky and the Parents and Teachers Program in St. Louis. They will share the results with the State Board.^{lxvii}

Research

Parent and community ties can improve learning outcomes for children and consequently improve whole schools when it is part of an overall system of quality education.^{lxviii} This is especially true when student achievement and school improvement are seen as a responsibility of both school officials and parents. This partnership brings about relationships of trust and respect between home and school. Children benefit as parents become the primary supporters of their learning, encourage determination and persistence, lead by example by participating in lifelong learning opportunities, and advocate for proper programming and placement.^{lxix}

For parent engagement policies to work, both educators and families must have the prerequisite skills, knowledge and belief systems. This requires professional development for educators and training for parents. Merely opening the school doors for parent meetings is not sufficient. It takes careful planning and sustained effort to reach families who are reticent about interactions with school personnel or just busy with their lives. The Dual Capacity-Building Framework shared by the U.S. Department of Education can be used to clarify where existing programs are strong and where more work is needed.^{lxx}

Capabilities	Connections	Confidence	Cognition
<p>Families have...</p> <p>enhanced knowledge and understanding of educational policies and programs, such as those associated with special needs and Title I increased their knowledge and understanding of what their children should know and be able to do from birth through secondary school</p> <p>enhanced their own skills associated with literacy and language acquisition, degree completion, and job skills.</p> <p>District and school staff have increased their...</p> <p>knowledge of the strengths and weaknesses of the families and communities</p> <p>knowledge and understanding of culturally responsive practices and pedagogy</p> <p>portfolio of ways to build respectful and trusting relationships.</p>	<p>Levels of relational trust have increased between families and school staff.</p> <p>The number and scope of parent-to-parent networks and connections has increased.</p> <p>The number of cross-cultural networks (across race, socioeconomic status, education level, etc.) has increased between school staff and families.</p> <p>Families and staff have increased their connections to community agencies and services.</p>	<p>Families and school staff indicate an increase in their comfort level and sense of self-efficacy when engaging in home-school partnership events and activities.</p> <p>An increased number of families and staff from diverse backgrounds take on positions of leadership at the school or in the community.</p>	<p>Families' beliefs about the role they play in their children's education have broadened to include multiple roles.</p> <p>District and school staff members' core beliefs about family engagement have been discussed and documented.</p> <p>Staff and families' belief systems about the value of home-school partnerships are linked to learning and school improvement.</p> <p>Staff members have a commitment to family engagement as a core strategy to improve teaching and learning.</p>

For parent engagement programs to be successful staff must honor and recognize families' existing knowledge, skill, and forms of engagement. They must create and sustain school and district cultures that welcome, invite, and promote family engagement and development. Finally, staff must develop and connect all family engagement initiatives to student learning.^{lxxi}

Gaps and Barriers

Some schools and some parents see parent engagement as limited to boosterism for the school or required parent-teacher conferences. Too many parents only hear from their children's school when their child is in trouble—academically or behaviorally. And in a few cases, schools really do not want the input or action of

all parents. They view parent's efforts to intervene on their child's behalf or in broader policies as a nuisance or hindrance.

Parents, educators, and others in communities across Arkansas identified the following challenges to parent engagement and solutions for addressing them.

- **Lack of Knowledge.** Many parents do not engage because they do not understand how schools and school districts operate. Organizations like the Arkansas Public Policy Panel and the Rural Community Alliance help parents learn about education issues and school practices so they feel comfortable getting involved. They provide community groups with data about their schools, explain school funding, and assist parents in navigating the school administration and school political setting.
- **Cultural Competence.** Some parents do not engage because they feel that teachers and administrators do not have the cultural competence to understand and communicate with parents whose cultures are different than their own. Schools could involve churches and other individuals and organizations that parents trust to help them connect.
- **Parent Literacy.** Parents may have limited education and literacy skills, which can pose a barrier to helping their children with schoolwork. ADE has developed materials that parents can use at home to better understand what their children are learning at school.
- **Age of the Child.** As children grow older, schools tend to reach out to parents only when there is a problem, and the interactions are not always positive. Pre-school is an ideal time to work with parents in a non-threatening environment to make it easier for parents to continue staying involved as their children move into the K-12 setting. The Arkansas Head Start program has a strong program for getting parents involved in their children's activities.
- **Distance to Schools.** School consolidation in rural areas has lengthened already long travel distances to reach school facilities. Children often take the bus to school, and parents without reliable transportation have a difficult time getting there. Schools could offer parent workshops in locations closer to the families' homes, or even conduct home visits, showing their willingness to meet the parents where they are.¹

Research on parent engagement has summarized the following barriers, several of which were mentioned above:

- Resources and abilities such as English proficiency, child care responsibilities, and inadequate transportation
- Expectations and motives such as different cultural expectations of what is required,
- Cultural capital in the school environment such as social class differences between school personnel and parents
- Principal leadership in working directly with parents and setting the tone for teachers. Minority principals may be better able to develop effective policies and practices in reaching minority parents. ^{lxxii}

¹ These barriers were identified in one or more of the following surveys and discussion groups:

Survey of Rural Community Alliance membership, October 2013.

Discussion group with Arkansas Public Policy Panel South Arkansas Caucus, November 2013.

Discussion group with Arkansas Campaign for Grade-Level Reading Community Solutions Initiative grantees, December 2013.

Model Parent Involvement Programs

Michigan Parent Engagement Toolkit. Michigan has developed a webpage and toolkit to help both parents and schools “Collaborate for Success.” The toolkit has a section of resources for parents and one for school officials. The information for parents includes information about the school system so parents can better understand the educational process; explanation of their rights as a parent and their child’s rights as a student; information about how to get involved in their child’s education; and resources on how to support their child at any age.

Indiana Family Friendly School Designation. Indiana Act 422 of 2013, charged the Indiana Department of Education (IDE) with responsibility to develop the Indiana family friendly school designation program. Schools are allowed to voluntarily request an assessment by IDE to evaluate and improve parental involvement in the school. In turn, the IDE may designate a school as an Indiana family friendly school, if it is determined that the school has policies that increase parental involvement and foster high student achievement. IDE developed standards to evaluate parent involvement, which includes surveys of teachers, students, and parents. IDE shares best practices with schools, annually assesses the designations, and submits results to the state board of education.^{lxxiii}

Tennessee Parent Involvement Report Cards. In Tennessee’s report card proposal, a four-year pilot program will be set up involving two of Tennessee’s struggling schools. Parents of students in kindergarten through third grade will be given a blank report card at the same time they receive their children’s report cards. The parents will do a self-evaluation of their involvement, giving themselves a grade of excellent, satisfactory, needs improvement, or unsatisfactory. The program may be expanded depending on how many parents participate. Ideally, the parents grading themselves will become aware of either the good job that they are doing regarding their children’s education, or possibly become aware of areas where they may be able to make improvements.^{lxxiv}

Maryland’s Comcast Parent Involvement Matters Award. Comcast worked with the Maryland State Department of Education to develop the Parent Involvement Matters Award. The award is given to parents (and others with legal responsibility for a child) whose exemplary contributions to public education have led to improvements for Maryland’s public school children, teachers, schools, programs, and/or policies. The award is used to highlight the positive impact parents have on public schools and encourage all parents to get involved in whatever way they can. The areas of parental involvement eligible for the awards are 1) communication, 2) volunteering, 3) learning, 4) community collaboration, and 5) decision making. Nominees must have made a significant, positive impact on public education with their involvement project within the last 24 months.^{lxxv}

Kentucky’s Institute for Parent Leadership. The Pritchard Committee in Kentucky set up a Governor’s Commonwealth Institute for Parent Leadership to assist parents in developing their school leadership and advocacy skills. Corporate sponsors provide funding for six-day institutes in three, two-day sessions, free of charge. The Institute support informed parents and developed their skills as effective advocates for improving Kentucky public schools. The program educates parents on how to assess the progress of their children’s schools; informs parents on how to become partners in improving their schools; motivates parents to help other parents become involved; and support parents after they become involved.^{lxxvi}

OneCommunity Reads, *UnaComunidad Leyendo!* During the 2012-2013 school year, OneCommunity Reads, *UnaComunidad Leyendo!* partnered with the Springdale School District to pilot Parents Taking Leadership Action (PTLA). PTLA was designed to complement the district’s existing Family Literacy Program, where parents spend 10 hours a week learning English, spending time in their child’s classroom, and learning about community resources. PTLA is a 15-week parent engagement program that builds upon

the strengths of parents as they learn about their child's academic world. Its goals are to strengthen parent-school communication, increase educational awareness, and enhance the leadership potential among parents from diverse populations. PTLA includes "legacy" projects where parents assess the needs of their school and community and develop an action plan to implement changes and address those needs. A recent example is a parent guide on what to do if a child is being bullied. PTLA parents also participate with their children in the Feed Your Brain, *Alimenta Tu Cerebro* summer reading club. During the 2013-2014 school year, 43 families with children at George and Lee Elementary schools participated in PTLA.

Summer and After-School Programs

When school is out during the summer, many children have no access to educational and enrichment activities that can help them continue to learn. As a result, the first few weeks of school are spent re-teaching material from the previous grade and over time, without summer learning opportunities, children can fall several grades behind their peers.

Current Policy

Positive Youth Development Act. The Positive Youth Development Act was passed by the Arkansas legislature as Act 166 of 2011. The act established the intent and structure for the use of state funds for grants to local communities to operate high quality after-school and summer programs. The rules for the program were approved in July 2013. However, efforts to secure funding for pilot programs based on the legislation have been unsuccessful. The act builds on the standards, practices, and goals recommended by the 2008 Governor's Task Force on Best Practices for After-school and Summer Programs. The task force called for expanded access to safe, challenging, engaging, and supervised learning experiences.

The program as proposed would give priority consideration to a community where any local school (a) has 50 percent or more students eligible for free and reduced lunches; and (b) has been designated by ADE as being in school improvement. The program would serve children and youth ages 5 through 19 who are members of a family with a gross income of no more 200 percent of the federal poverty guidelines. Higher income families can participate by paying a fee based on income.

A key element of the program is community engagement and collaboration among schools, public institutions, private agencies, business, and other community-based organizations working together to create a "community learning environment" for students. These approaches include academic supports and skill building activities; programs that improve health and wellness; art, theater, music programs; service learning or community service experiences; activities that link academic curriculum to actual work experiences; services to disconnected youth; and family and community engagement. Finally, the programs must adhere to quality standards and measure outcomes. Outcome measures would include but are not be limited to: student achievement, academic skills, school engagement; social, emotional, and behavioral development; health and wellness; and reduced contact with the judicial system.

Arkansas NSLA Categorical Funding. NSLA, which is described on page 16, can be used to pay for after-school and summer programs. Unfortunately, it is seldom used for those purposes. In 2010, Arkansas Advocates for Children and Families (AACF) released a report questioning the effectiveness of the use of NSLA funds. The report called for a reduction in the large NSLA fund balances maintained by many districts, which was addressed by Act 1220 of 2011. The AACF report also called for reducing the wide range of uses for NSLA funds, noting "just 12 percent of the \$157.8 million sent to Arkansas schools in the 2008/2009 school year to help poor students was spent on proven programs." In particular, AACF identified lack of NSLA spending on three research-proven programs: high-quality before- and after-school and summer programs, high-quality early childhood education, and school initiatives that promote student health.

In December 2012, the BLR released an analysis of the relationship between the poverty status of school districts, student academic achievement, and the impact of NSLA funding on achievement. The BLR research showed a negative relationship between student achievement and the percentage of low-income students. Additionally, there was little change in the relationship between 2006 and 2011. This lack of change indicates that NSLA funding levels are not associated with achievement gains. BLR reported the large and expanding number of uses for which districts are allowed to spend NSLA funding. There are 19 allowable uses in statute and another 12 added through rules adopted by the State Board of Education. The BLR report noted that spreading NSLA funding so broadly may dilute the impact of the funding.

In March 2013, after the legislative session was underway, the House and Senate education committees met jointly to enable new members to hear a review of the BLR research on NSLA funding and to hear similar research by the University of Arkansas's Office of Education Policy (OEP). OEP's research focused on potential revisions to the NSLA funding model. They also addressed the need for a menu of promising programs on which to focus NSLA expenditures.

The research conducted by all three groups—AACF, BLR, and OEP—had a common theme: The potential effectiveness of NSLA funding on improving educational outcomes for low-income students was being undermined because funding was not adequately targeted, and districts were not focusing their NSLA spending on promising or research proven strategies.

During the 2013 legislative session, a bill was drafted that would have called for restrictions in the use of NSLA funding, but it was not presented or discussed in committee. However, the intentions of the bill and another aimed at adjusting the distribution formula for the NSLA program were included in the bill that updates school adequacy funding— Act 1467 of 2013.

Act 1467 set the tone for a study that was legally required to be conducted prior to the 2014 fiscal session. "It is clear that the evidence strongly suggests that an increase of national school lunch state categorical funding for the upcoming school year is unlikely to produce the expected increase in academic achievement for the students for whom the funding is provided." Act 1467 required 1) a list of evidence-based programs for which NSLA funds can be expended by school districts; and 2) a new NSLA funding formula that provides funding for economically disadvantaged students on a sliding scale and weights the funding to provide more money to districts for students who qualify for free meals than it provides to students who qualify for reduced-priced meals.

The legislature failed to complete this legally required study. In the midst of the 2014 session the education committees met to make an official motion recommending that they do nothing at this point in time.

Title I. Title I of ESEA, which is described on page 16, can be used by school districts to conduct after-school and summer programs. According to the U.S. Department of Education, the percentage of schools nationwide offering extended learning time increased dramatically — from 9 to 41 percent between 1994 and 1999. In Title I schools offering instructional programs before or after school or on weekends, an average of 12 percent of students participate, while 25 percent participate in summer programs where they are offered.^{lxxvii} Still, more than half of all Title I schools offer no programs of this kind.

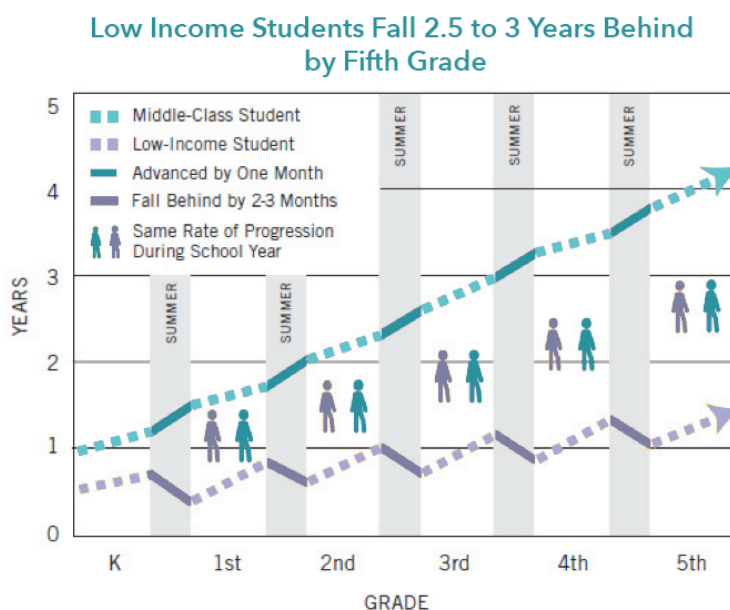
ESEA Title IV, Part B. Another section of ESEA is for the 21st Century Community Learning Centers program (21C CLC), the only federal funding source dedicated to after-school programs. The primary purpose of 21C CLC is to establish or expand community learning centers that operate during non-school hours. The program must provide students in high poverty schools with intensive academic enrichment

opportunities along with other activities designed to complement the students' regular academic program. Community learning centers must also offer literacy and related educational services to families of the targeted student.^{lxxviii}

21C CLC began in 1995 and was reauthorized and changed as part of No Child Left Behind (NCLB). Administration of the 21C CLC moved from federal to state government, institutionalizing the management of extended learning programs as part of the work of state education agencies. NCLB strengthened the academic components of 21C CLC and also required state education agencies to fund programs that serve a high percentage of students from low-income families. Within this context, the federal government made it clear that it views extended learning programs as a promising strategy to close the achievement gap between poor and affluent students and between white students and students of color.^{lxxix}

Research

Summer Learning Loss. Low-income students are more likely to experience summer learning loss than their higher income peers because they have less access to educational opportunities in their homes and communities. Low-income students can fall behind two to three months each summer, which by 5th grade, can put them two and a half to three grade levels behind their peers. Quality summer learning programs can help bridge the enrichment experience gap. These programs can give students the chance to master material they did not learn in the previous school year, prevent learning loss, propel learning gains, and provide low-income students with enrichment opportunities similar to those experienced by their middle-income peers.^{lxxx}



Quality Program Requirements. Summer program attendance will not result in positive outcomes if the programs are not high quality. Four indicators of quality out-of-school programs successful in preventing summer learning loss are:

1. High quality instruction,
2. Alignment with school curricula,
3. Engaging and rigorous programming, and
4. Maximized participation and attendance.^{lxxxi}

Other program characteristics that support learning gains for participants include:

1. Small group or individualized instruction,
2. Early intervention during primary grades,
3. Parent involvement and participation, and
4. Careful evaluation of implementation process.^{lxxxii}

In 2008, the Arkansas Governor’s Taskforce on Best Practices for After-School and Summer Programs developed guidelines including measures of success for meaningful evaluations. The group proposed that the state should have a coordinated system that holds out-of-school programs accountable for positive child and youth outcomes. After extensive discussions, the Task Force proposed adapting existing minimum child-care licensing requirements in Arkansas for licensed school-age care programs to address the unique needs of after-school and summer programs. Considerable overlap exists between child-care health and safety regulations and other quality standards appropriate for after-school and summer programs. These minimum requirements provide a foundation for building higher standards but need to be revised to address the needs of children and youth in after-school and summer programs, particularly those for older youth.

The Task Force strongly urged Arkansas to move beyond establishing a system based on minimum standards to the development of higher nationally recognized quality standards for all after-school and summer programs. For this to be effective, incentives such as financial support and technical assistance would be needed; also, widespread public education would be required to encourage programs to strive to meet higher standards and for parents to recognize the benefits of participation in high-quality programs for their children and youth. Adapting regulations that are flexible enough to apply to all after-school and summer programs, determining which regulations apply to certain programs and settings, and acknowledging barriers that some programs face in meeting such regulations are all challenges that must be addressed.^{lxxxiii}

Gaps and Barriers

Access to After-School and Summer Programs. As the table on the next page shows, children from low-income families are much less likely to participate in summer and after-school programs than their higher income peers. In Arkansas, parents report that just 37 percent of low-income 6 to 11 year olds participate, compared to 68.4 percent of children in families whose incomes above 200 percent of the federal poverty line. The patterns are the same for older children – just 43 percent of low-income kids ages 12 to 17 participate, compared to 70 percent of higher income kids. Arkansas children participate at rates similar to national averages.^{lxxxiv}

Out-of-School Activities in 2012	6-11 year-olds Family Income 200% FPL or lower	6-11 year-olds Family Income > 200% FPL	12-17 year-olds Family Income 200% FPL or lower	12-17 year-olds Family Income > 200% FPL
Arkansas	37.3	68.4	43.0	70.2
U.S. Average	38.3	65.5	43.9	72.7

Parents, educators, and others in communities across Arkansas identified the following challenges to summer learning and solutions for addressing them.

- 1. Lack of Organized Summer Learning Opportunities:** Many communities, particularly in rural areas, have few or no organized summer learning opportunities. Schools and pre-K programs such as ABC and Head Start are usually not open in the summer.
- 2. Summer School Should Be Different From the School Year:** Too often, summer school is just a repeat of what happened during the school year, and it does not engage children who would rather be doing other things. Additionally, if the methods used during the school year were not

effective with the children, they are not likely to be effective a second time around. Effective summer schools take more of a summer camp approach that meshes learning and fun.

- 3. Children Need Access to Books During the Summer:** Many children have no books at home. School libraries could open for a half day a week during the summer. Schools could send home reading kits over the summer that include books and activities the children could do with their parents.
- 4. Affordable Summer Learning Materials:** Many of the summer learning opportunities that exist are operated on a shoestring by a church or other nonprofit. These organizations need access to reasonably priced, standardized reading curricula that build on and support what children are learning during the school year.²

Models

Boys and Girls Club of Central Arkansas. The Boys and Girls Club of Central Arkansas (BGCCA) conducted Project Read 2020 at three North Little Rock clubs in the summer of 2013. BGCCA hired four reading specialists from the North Little Rock School District (NLRSD) who provided 30 minutes of support to each student each day. NLRSD provided end of year reading scores, and BGCCA assessed the children at the end of the summer to see if their scores had changed.

Project Read 2020 began with 150 children. By the end of the summer, just over 100 had completed the program. As the table below shows, of those children who stayed with the program, the percentage reading at or above grade level, according to the Developmental Reading Assessment (DRA) increased from 38 percent at the beginning of the summer to 52 percent. Correspondingly, the percentage of children reading below grade level decreased from 62 percent at the beginning of the summer to 48 percent.

Beginning of Summer	# of kids	% of kids
Below grade level	63	62%
At grade level	10	10%
Above grade level	29	28%
Total	102	
End of Summer		
Below grade level	49	48%
At grade level	8	8%
Above grade level	45	44%
	102	

The project was so successful in its first year that the North Little Rock School District provided and paid for the teachers in 2014. The BGCCA is providing memberships for the students, which is a strong incentive for good attendance in the program. Students who miss more than six times lose their club membership. Teachers in the program report that attendance has not been a problem this summer. As members, children can participate in the breakfast and lunch program, play games, and swim.

² These barriers were identified in one or more of the following surveys and discussion groups:

Survey of Rural Community Alliance membership, October 2013.

Discussion group with Arkansas Public Policy Panel South Arkansas Caucus, November 2013.

Discussion group with Arkansas Campaign for Grade-Level Reading Community Solutions Initiative grantees, December 2013

Marvell-Elaine Reads. Marvell-Elaine Reads is a partnership between Boys, Girls, Adults, Community Development Center (BGACDC) and the Marvell-Elaine School District (MESD). During a six-week summer day camp, Marvell-Elaine Reads provides a full day of literacy-based instruction to students by combining BGACDC's Children's Defense Fund Freedom School with the Marvell-Elaine Elementary School's summer school program.

In 2013, 50 children entering grades 1-4 participated in the camp. For the first two weeks, students attended summer school in the morning and Freedom School in the afternoon. The final four weeks, students attended Freedom School all day. Twenty children entering kindergarten also participated in a month long summer camp during June to help them prepare for their first day of school.

Children improve their literacy skills, connect to their culture, develop self-discipline, and participate in community service and social action. The program includes motivational songs and chants, recognitions, and reading books aloud. The day is organized around a weekly theme and a book of the day. The theme of the week and the book are expanded into related creative activities.

This innovative partnership combines the district's resources (teachers, buildings, and support functions such as cooks, drivers, and custodians) with the resources BGACDC has raised for Freedom School so that eligible students in the district have access to an extended quality summer learning opportunity.^{lxxxv}

Life Skills for YOUTH. Life Skills for YOUTH (LSY) was founded in 2007 as a faith-based program at Temple Baptist Church in southwest Little Rock. LSY provides both after-school and summer programs. Most of the students come from southwest Little Rock schools. In the summer, students come from Benton, Bryant, and North Little Rock as well.

The eight-week summer program runs from 7:30 am to 6:00 pm during the week and serves both breakfast and lunch to children ages 4 to 18. Teachers are not certified but are trained and have relative experience. LSY focuses on literacy, math, writing, and Spanish, and provides STEM and arts activities to older students. In addition to these academic activities, the program teaches social and emotional skills through their anger, time, and money management (ATM) curriculum. The program is funded through city contracts, child care vouchers, fees to parents, and foundation grants. LSY also finds staff through the Little Rock and the Workforce Center summer employment programs.

UALR Children International: UALR Children International offers after-school and summer programs in Little Rock. The Mind Your Own Business Summer Camp, which serves 150 Kindergarten through 5th grade students, runs for four weeks at Wakefield Elementary. In the morning, Little Rock School District teachers focus on literacy and math. In the afternoon, artists, business people, and educators work with the children to develop small businesses.

Each grade develops its own business, starting with the creation of a business plan. Most create products such as greeting cards, jewelry, wind chimes and bookmarks. At the end of the summer, the children sell their products at the River Market, with profits going to charities like Arkansas Children's Hospital, the Single Parent Scholarship Fund, and the Little Rock Zoo.

The program is effective in helping students use the academic skills they learn in the morning and apply them in the afternoon. According to pre- and post-tests, 89 percent of children increased reading scores by an average of 15 percent, and 93 percent increased math scores by an average of 6 percent. They use the Buckledown curriculum and assessment for reading and math. They have also developed their own business curriculum assessment.

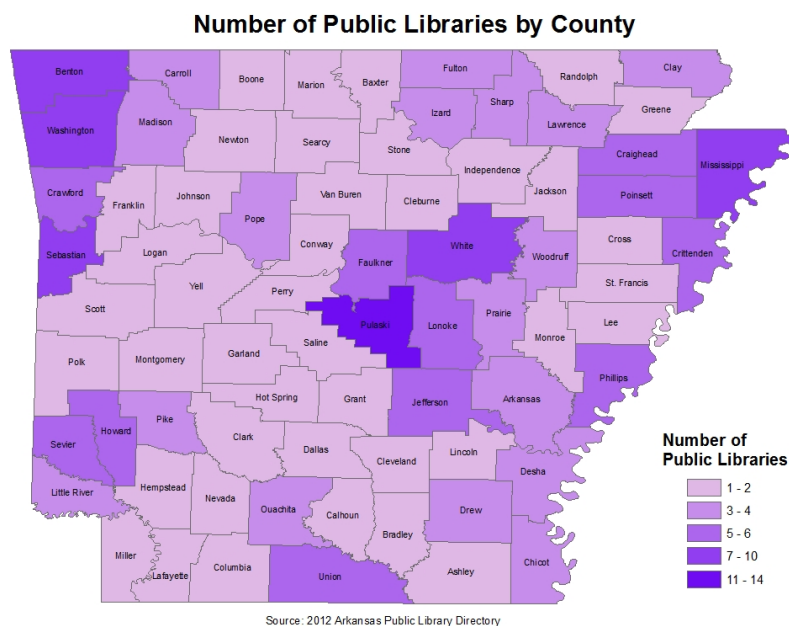
Funding for the program comes primarily from UALR Children International. They provide expenses for the camp staff and afternoon supplies for making products. Wakefield pays for the morning academic teachers and provides buses. The school is also a summer feeding site and therefore provides lunch and breakfast to the children.

Reading Programs

Reading programs are typically provided to school-age children within the context of school-provided academic programs. These can range from Accelerated Reader, which is an example of a supplemental reading program, to Reading First, Reading Recovery and other classroom models for teaching reading. However, resources need to be available throughout the community to surround children, particularly low-income children, with reading experiences.

Current Programs

Libraries. As a mostly rural state, many of the public libraries are the only educational institution in the community – due to school consolidations – and may be the only entity providing Internet access. They become community centers, and residents go to them for more than checking out a library book. They are a critical resource for children and communities. However, many small towns do not have a public library. According to the Arkansas State Library survey there are 228 libraries and branches distributed across the state. Twenty-four counties have independent county units with the headquarters generally located in the county seat. There are 16 regional systems serving 48 counties. The print materials available in these libraries range from almost a million documents in the Central Arkansas Library system to one small library with less than 10,000 documents. The map below provides one look at the disparity across counties in terms of the number of libraries each has.



The majority of funding for public libraries comes from local millage revenues. Libraries that are not supported through a millage rely on city or county budget allocations for funding. There are eight city libraries with a dedicated library tax. Limited state funding is also available through state general revenue. To qualify for state funding, a library must have a millage; just three counties have no millage. The amount

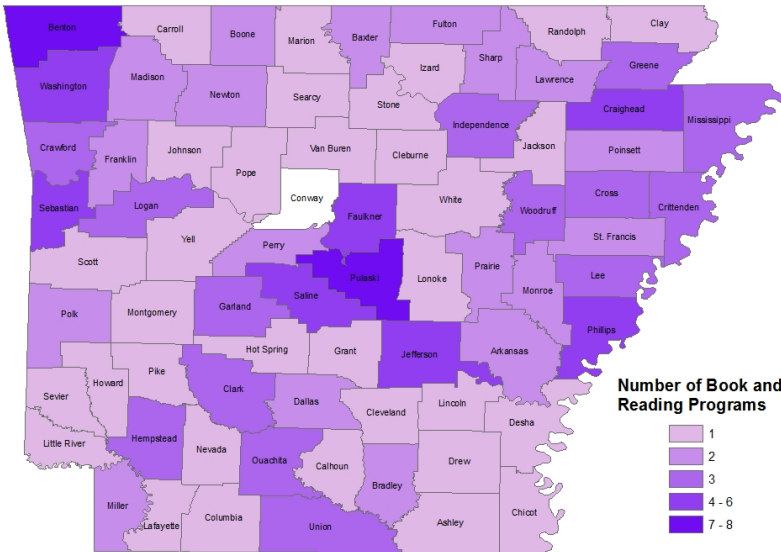
of state aid awarded is based on the population served, whether the library is regional in scope, the qualifications of the head librarian, etc. The FY2014 aid was distributed to 41 regional or local libraries. The largest system, Central Arkansas Library System, received \$581,910, while the library serving the smallest population, Newton County Library, received \$31,045. In some years the state also provides a limited amount of general improvement fund money. Those awards are made on a competitive grant basis. During the most recent round in 2014, 18 libraries were funded for a total of \$141,000. The largest award of \$22,359 was made to the Gassville Branch Library, and the smallest was \$800 to the Kingston Community Library.^{lxxxvi}

The Blind and Physically Handicapped Library central office is in Little Rock at the Arkansas State Library. The Arkansas State Library provides an actual library for state agencies and their employees, as well as serving to coordinate funding programs for local libraries.

Nonprofit Organizations. The community supports provided by nonprofit organizations generally fall into one of three types of programs: programs that provide books and related materials to children, tutoring programs that provide volunteers to tutor children at their schools or in other settings such as after-school programs, and programs where adults read books to kids.

There are a wide variety of **book and reading programs** within the state but most serve limited geographic areas. As the map below shows, some parts of the state have an abundance of these programs and others have very few. While the programs covered by the map are not an exhaustive list of what is available around the state, they include Able Paws, Arkansas Reads, AR Kids Read, Bookcase for Every Child, Eudora Reads, HIPPY, MLK Reads, Marvell-Elaine Reads, OneCommunity Reads, Parents as Teachers, Dolly Parton Imagination Library, Reach Out and Read, Reading on the Ridge, Rock 'n Read, Save the Children, Stories on Wheels, University of Arkansas Summer Reading program. Each program has its own unique point of access and delivery system. For example, Reach Out and Read provides a book to each child at their well child check-ups through pediatricians.

Number of Book and Reading Programs by County



Several nonprofit and school partnerships have developed over the past few years to provide volunteer **tutoring programs**. MLK Reads is a partnership between Second Baptist Church in downtown Little Rock and Martin Luther King Elementary School. Members of the church and other community volunteers provide tutoring to children twice a week. AR Kids Read partners with over 40 elementary schools in the Little Rock, North Little Rock, and Pulaski County school districts. During the 2012-2013 school year, over 400 adult volunteers provided tutoring to more than 900 children.

Research

Access to Books. Home and out-of-school access is essential for successful reading skills. One way to improve the reading achievement of low-income children is to increase their access to books. Sixty-one percent of low-income families have no books at all in their homes for their children.^{lxxxvii} Yet, research indicates that having books in the home is twice as important as the father's education level for developing reading skills.^{lxxxviii} Other research shows that even 15 minutes a day of student out-of-school reading can expose students to more than a million words of text in a year.^{lxxxix}

Community literacy resources impact student reading abilities. Communities ranking high in achievement tests have several factors in common: an abundance of books in public libraries, easy access to books in the community at large and a large number of textbooks per student.^{xc} A 2006 study shows that while in middle-income neighborhoods the ratio of age-appropriate books per child is 13 to 1, in low-income neighborhoods the ratio is 1 book for every 300 children.^{xcii}

While many associate reading with school age children, age 5 and up, exposure to books at an early age leads to improved literacy throughout life. Child care centers must provide sufficient access to quality books. This is especially important in low-income areas, where children may not have access to books at home. Research has indicated that there is a serious lack of quality books in many child-care centers, and many states do not have clear guidelines for using books in child-care settings and pre-K classrooms. Some states, however, have set up clear and consistent guidelines and rules regarding early literacy instruction. Georgia is a state that has made progress in this area.^{xciii} Arkansas has requirements for k-12 school libraries but not for early childhood programs.

Tutoring. Reading Partners is a volunteer tutoring program that serves more than 7,000 students in nearly 140 schools throughout California, Colorado, Maryland, New York, Oklahoma, South Carolina, Texas, and Washington, DC. A randomized control trial revealed that Reading Partners boosted three different measures of reading proficiency – reading comprehension, reading fluency, and sight-word reading – for second- to fifth-grade students. Tutoring by community volunteers twice a week for 45 minutes each session resulted in an additional one and a half to two months of growth in literacy for Reading Partners students over a control group of students who also received supplemental reading services.^{xciii}

Gaps and Barriers

Unequal Distribution of Resources. Local funding (i.e. dedicated taxes, donations, contributions, etc.) accounts for approximately 90 to 95 percent of libraries' total funds. State and federal funds, when available, provide additional resources. Libraries with less than 1 mil of dedicated library support are at a disadvantage when it comes to providing quality library service. Even at 1 mil, the hours of operation, kinds of programs, and variety of resources can be impacted by a low tax base, small or declining population base, or a lack of commercial and industrial tax base. For example, in Searcy County, which has 3 mils for dedicated library service, the tax base is still restricted due to a large portion of the county being a National Forest.^{xciv}

Of the 72 counties that have a millage, 10 have rates of less than 1 mil, and they are congregated mostly in the southwest and eastern portions of the state—Calhoun, Lee, Little River, Monroe, Montgomery, Nevada, Pike, Poinsett, Polk, and Scott counties. Four others have a rate of less than 1 mil for the county, but within the county, a city library also has a millage that brings the total for the county to the 1 mil level or higher. For example, Union County has a millage of 0.4, but the city of El Dorado separately has a 1.0 millage for a city library.^{xcv}

Data from the state library on program participation at local libraries is limited. Using the best data available, the circulation of materials for each attendee in children's programs ranges from one book per child in Nevada County to 48 per child in Lee County. Using the county population of youth from birth to age 9, the circulation ranges from less than one book per child (0.7) in Crittenden County to 25 books per child in Van Buren County. Regardless of the accuracy of these estimates, it seems certain that more public resources are available in some parts of the state and that both public and private programs in some areas reach a larger percentage of children in their service areas.

Models

Every Child Ready to Read (ECRR) is a parent education initiative that emphasizes the importance of parent and caregiver involvement in early literacy. The ECRR toolkit allows public libraries to play an essential role in supporting early literacy in their communities. The Public Library Association (PLA) and Association for Library Service to Children (ALSC) support public libraries efforts on early literacy by focusing on educating parents and primary caregivers on the importance of early literacy, and pre-reading skills. ECRR is supported by the Arkansas State Library.

The Central Arkansas Library System (CALS) serves about 317,500 people locally. There are 14 libraries in the system, eight within Little Rock, and satellite locations in Jacksonville, Maumelle, Perryville, Sherwood, and Wrightsville. In 2010, there were over 2 million visits to Central Arkansas Library System branches, and users checked out over 2.4 million items.

CALS provides a Lap Time Story Time program for babies and preschoolers from birth to 3 years old. They have recently received training for the Every Child Ready to Read program and plan on implementing it in fall 2014. There are programs throughout the school year for school-aged children, and each branch has after-school programs. More reading programs are available in the summer.

The Hillary Rodham Clinton Children's Library and Learning Center has implemented the Our Club Afterschool program in partnership with Pulaski County Youth Services. The Children's Library was built with the expressed purpose of serving children and families of the underserved community located south of I-630. This branch is attracting families from all over but it is also serving the surrounding community and providing after-school activities for the children in the area. They are also involved in community outreach from this location with the emphasis of reaching the underserved children not utilizing this resource and those children with special needs.

Imagination Library is a program initially developed in 1995 by Dolly Parton so that every preschool child (birth to 5 years old) in her home of Sevier County, Tennessee would have its own library of books that would encourage a love of reading and learning. The program was so successful that Ms. Parton decided to offer her Imagination Library for replication in any community that will support it. There are only a few requirements for replication – the program must be open to all preschool children in the community and a local nonprofit must raise \$25 per child per year to pay for the books and mailing costs. The books are chosen by a committee specializing in early childhood literacy. Special attention is given to age appropriateness and the development of such positive themes as promotion of self-esteem and confidence, regard for diversity, and appreciation of art. There are 30 Imagination Library affiliates covering 40

communities in Arkansas. Almost 9,000 children receive a book in the mail each month. In 2013, more than 100,000 books were delivered.

Reach Out and Read is a nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud. Arkansas has 35 Reach Out and Read locations. Most of them are in Central and Northwest Arkansas. The program has not yet reached the Eastern edge of the state with the exception of a few programs in the Jonesboro area. The program delivered about 63,000 books to children last year.

Recommendations

What we can do to make sure children are ready for school.

1. Provide a cost of living adjustment for Arkansas Better Chance (ABC) Pre-K funding. The state-funded ABC program has not had a cost of living increase for seven years—since 2008. A cost of living increase equivalent to the CPI for those years is \$13.8 million.
2. Reassess the current ABC quality cost model. The ABC program funds providers based on a cost per child model. The model is based on out of date cost information, and it requires providers to match funds for 40 percent of the costs.
3. Expand ABC to serve more children. Currently ABC and Head Start together serve just 56 percent of eligible 3 and 4 year olds. In some areas of the state, there are waiting lists, and in other areas, there are no programs. ABC serves families with incomes up to 200 percent of the federal poverty line. Families whose incomes fall just above that line may also need financial support to afford quality care, but they are not eligible.
4. Require NSLA funds in Focus and Priority schools to be used for BLR recommended solutions, such as pre-K, and narrow the list of allowable activities under NSLA for all schools. Numerous studies have concluded that NSLA funding is not achieving the desired effect of reducing the achievement gap. Too many school districts are using it for purposes that do not improve achievement for low-income and struggling students.
5. Improve the quality ratings of private infant and toddler providers and make the ratings easily accessible to the public. The Better Beginnings quality rating system should be strengthened to require higher staff training standards and lower child-to-caregiver ratios. Existing providers should receive support to meet these new standards.

What we can do to improve what happens during the school day.

1. Conduct an ongoing assessment of the value of school improvement consulting expenditures by updating the 2012 BLR report. In 2012, the Bureau of Legislative Research (BLR) released a report outlining what has been spent on outside consultants and what has been accomplished with those funds. Ongoing assessment would provide accountability for the millions of dollars spent annually in school improvement services.
2. Use the information provided by ADE’s “Educator Preparation Performance Report” to improve teacher preparation programs. Teacher preparation programs are an essential component of improving literacy achievement. Strong programs for kindergarten through grade six should provide stronger emphasis on literacy competencies and the needs of diverse student populations.
3. Request an ADE Commissioner’s memo to clarify attendance reporting definitions and requirements and ongoing monitoring of data quality. Attendance data are not consistently maintained from district to district. The way that schools and districts record and interpret tardies, part-day attendance, and excused and unexcused absences varies across the state.
4. Refrain from adopting a mandatory retention policy. Mandatory retention policies will require

significant funding from the legislature, and there is little to no evidence confirming its impact on students' performance and success over time. Retention policies should be viewed as a last resort rather than a first alternative. Therefore, the state should refrain from altering the law already in place that allows school districts and parents to make student specific decisions about retention and academic intervention.

What we can do to improve what happens after school and during the summer.

1. Develop an awards program for schools and/or districts with successful parent engagement models. Indiana has a "Family-Friendly School" designation for schools that do a good job with parent engagement. To be identified as "Family Friendly," a school or district would need to engage a mix of parents that is representative of racial, ethnic, and income diversity.
2. Provide an institute modeled after Kentucky to provide parent training focusing on parents reaching other parents. The Kentucky program is a corporate sponsored six-day training program broken into two-day sessions free to parents.
3. Encourage building-level leadership training programs to provide training on successful parent engagement. Follow the model of the Family Literacy Program and OneCommunity Reads where parents spend time in the classroom and learn about community resources.
4. State library and AR-GLR partner to identify counties/communities needing additional library resources. AR-GLR and the state library would collaborate to identify "book deserts" or areas of the state with insufficient access to public libraries. Alternative solutions such as summer access to school libraries and book distribution non-profits would be developed.
5. Establish an informal group of reading programs in the state to share best practices, mentor new programs, and expand to areas with identified needs. The starting place would be reading programs that are represented by members of the AR-GLR Advisory Committee. This group could meet a few times a year to share information and identify needs and areas of the state not being served.
6. Require NSLA funds in Focus and Priority schools to be used for BLR recommended solutions, such as summer and after-school programs, and narrow the list of allowable activities under NSLA for all schools. This would require legislation to change the extensive list of eligible uses of the funds currently permitted by law.
7. Provide funding to pilot the Positive Youth Development Act. The Act was passed in 2011 to set up standards for summer and after-school programs administered by non-profit organizations and coordinated with school officials. A pilot program to identify strong models would require \$5 million of state funds. A possible fund source is state NSLA funds.

-
- ⁱ Joy Lesnik, Robert M. Goerge, Cheryl Smithgall, and Julia Gwynne. 2010. Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? Chicago: Chapin Hall at the University of Chicago.
- ⁱⁱ Lesnik et al.
- ⁱⁱⁱ Donald J. Hernandez. 2011. Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Baltimore: Annie E. Casey Foundation.
- ^{iv} Nonie K. Lesaux. 2010. Turning the Page: Refocusing Massachusetts for Reading Success. Boston: Strategies for Children, Inc.
- ^v John M. Bridgeland, John J. Dilulio, and Karen Burke Morison. 2006. The Silent Epidemic: Perspectives of High School Dropouts. Washington, DC: Civic Enterprise.
- ^{vi} The Alliance for Excellent Education. 2013. The Economic Benefits of Increasing the High School Graduation Rate for Public School Students. Retrieved from: http://impact.all4ed.org/uploads/pdf/ARKANSAS_eb.pdf
- ^{vii} Leila Feister. 2010. EARLY WARNING!: Why Reading by the End of Third Grade Matters. Baltimore: Annie E. Casey Foundation.
- ^{viii} Arkansas Department of Education. 2014. Test Scores by Year. Retrieved from: <http://www.arkansased.org/divisions/learning-services/student-assessment/test-scores/year?y=2014>, Accessed 7/22/14
- ^{ix} Partnership for Assessment of Readiness for College and Careers. 2014. PARCC States. Retrieved from: <http://www.parcconline.org/parcc-states>, Accessed 7/22/14
- ^x Arkansas Department of Human Services website. Retrieved from: <http://humanservices.arkansas.gov/dccece/Pages/ChildCareAssistance.aspx#3>
- ^{xi} Arkansas Department of Human Services. 2010. Better Beginnings Quality Rating Improvement System. Retrieved from <http://www.arkansas.gov/childcare/bb/full%20book.pdf>
- ^{xii} Center on the Developing Child, Harvard University. 2007. InBrief: The Science of Early Childhood Development. Retrieved from: http://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_the_science_of_ecd/
- ^{xiv} Charles A. Nelson. 2000. Neural Plasticity and Human Development: The Role of Early Experience in Sculpting Memory Systems. *Developmental Science* 3, 115-130.
- ^{xv} Betty Hart and Todd R. Risley. 2003. Meaningful Differences in the Everyday Experience of Young American Children. Boston: Strategies for Children and Early Education for All. Brookes Publishing.
- ^{xvi} Children's Defense Fund. 2014. Investing in Early Childhood Education is Key to the Success of Our Children and Our Nation's Long-Term Economic Growth. Retrieved from: <http://www.childrensdefense.org/child-research-data-publications/data/early-childhood-short.pdf>
- ^{xvii} U.S. Department of Health & Human Services: Administration for Children & Families, Office of Planning, Research, and Evaluation. 2013. Head Start Impact Study and Follow-Up, 2000-2013. Retrieved from: <http://www.acf.hhs.gov/programs/opre/research/project/head-start-impact-study-and-follow-up>
- ^{xviii} Valerie Strauss. 5 May 2013. Does Head Start work for kids? The bottom line. *Washington Post*. Retrieved from: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/03/05/does-head-start-work-for-kids-the-bottom-line/>
- ^{xix} James Heckman. .2013. The economics of human potential: The Heckman Equation. Retrieved from <http://www.heckmanequation.org/>
- ^{xx} Kwanghee Jung, W. Steven Barnett, Jason T. Hustedt, and Jessica Francis. 2013. Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade Rutgers University: National Institute for Early Education Research. Retrieved from: <http://nieer.org/publications/latest-research/longitudinal-effects-arkansas-better-chance-program-findings-first>
- ^{xxi} Sarah E. Argue and Greg Holland. Arkansas Better Chance (ABC) Shrinks Gap in Kindergarten Readiness for Economically Disadvantaged Students. Conway: Arkansas Research Center. Retrieved from:

https://arc.arkansas.gov/arc_web/resources/publications/ABC_Shinks_Gap.pdf

^{xxii} Moody's Analytics Standard CPI—Urban consumer all items. February 2014.

^{xxiii} Casey Supporting Data 11-13 All Child Trends State ECE data-1

^{xxiv} Bureau of Legislative Research, January 2014.

<http://www.arkleg.state.ar.us/education/K12/AdequacyReports/2014/2014-01-07/07-Success%20in%20High%20Poverty%20Schools%20Report,%20BLR.pdf>

^{xxv} National Institute for Early Education Research. 2013. The State of Preschool 2013: State Preschool Yearbook. Rutgers University: National Institute for Early Education Research. Retrieved from: <http://nieer.org/sites/nieer/files/yearbook2013.pdf>

^{xxvi} National Institute for Early Education Research. 2013. Oklahoma. Retrieved from: http://nieer.org/sites/nieer/files/Oklahoma_2013.pdf

^{xxvii} Ellan Boyle and Shad White. 27 May 2010. Formula for Success: Adding High Quality Pre-K to State School Funding Formulas. Philadelphia: The Pew Charitable Trusts. Retrieved from <http://www.pewtrusts.org/en/research-and-analysis/reports/2010/05/27/formula-for-success-adding-highquality-prek-to-state-school-funding-formulas>

^{xxviii} Cynthia Lamy, W. Steven Barnett, and Kwanghee Jung. 2005. The Effects of Oklahoma's Early Childhood Four-Year Old Program on Young Children's School Readiness. Rutgers University: National Institute for Early Education Research. Retrieved from: <http://nieer.org/resources/research/multistate/ok.pdf>

^{xxix} National Institute for Early Education Research. 2013. Georgia. Retrieved from: http://nieer.org/sites/nieer/files/Georgia_2013.pdf

^{xxx} National Institute for Early Education. 2013. Alabama. Retrieved from: http://nieer.org/sites/nieer/files/Alabama_2013.pdf

^{xxxi} Boyle et al.

^{xxxii} Presentation by Ariane Weldon, Director, Get Georgia Reading. January 2014. Campaign for Grade Level Reading Quarterly Review, Washington, D.C.

^{xxxiii} Presentation by Elizabeth Burke Bryant, Rhode Island Kids Count. January 2014. Campaign for Grade Level Reading Quarterly Review, Washington, D.C.

^{xxxiv} [Arkansas Department of Education. 2012. ESEA Flexibility: Changes to School and District Accountability and Assistance. Retrieved from: http://www.arkansased.org/public/userfiles/Flexibility/ESEA_Flexibility_Information.pdf](http://www.arkansased.org/public/userfiles/Flexibility/ESEA_Flexibility_Information.pdf)

^{xxxv} Dr. Tom Kimbrell, Commissioner of Education. 2012. ESEA Flexibility Needs Improvement Priority Schools. Little Rock, AR: Arkansas Department of Education. Retrieved from: http://www.arkansased.org/public/userfiles/ESEA/Priority-Focus_Schools_7_19_12_rev1.pdf

Conversation with Elbert Harvey, Coordinator of Public School Accountability at Arkansas Department of Education. January 24, 2014

^{xxxvi} Arkansas Department of Education. 2014. School Improvement Grants. Retrieved from: <http://www.arkansased.org/divisions/learning-services/federal-programs/School%20Improvement%20Grants>

^{xxxvii} Arkansas Department of Education. 2014. ESEA Accountability Status. Retrieved from: <http://www.arkansased.org/divisions/public-school-accountability/school-performance/esea-accountability-status>

^{xxxviii} Arkansas Bureau of Legislative Research. 2012. Review of School Improvement Consulting Expenditures and Results: Prepared for Representative Johnnie Roebuck. Little Rock, AR: Bureau of Legislative Research. Retrieved from: <http://www.arkleg.state.ar.us/assembly/2011/Meeting%20Attachments/410/I10184/020712%20Revised%20Public%20School%20Improvement%20Consulting%20Svs.pdf>

^{xxxix} Arkansas Department of Education. 28 March 2014. ESEA Flexibility Amendment Submission Template. Retrieved from:

-
- http://www.arkansased.org/public/userfiles/ESEA/ESEA_Flexibility_May2014/Amendment_External_Provider.pdf
- ^{xi} Conversation with Jane Dearworth, K-12 Literacy Program Manager, Arkansas Department of Education, May 22, 2014
- ^{xli} Arkansas Department of Education Division of HR, Educator Effectiveness, and Licensure. 2014. Competencies for Elementary Teachers, Grades K-6. Retrieved from: http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Ed_Competency_Areas/Elementary_K_6_040414.pdf.
- ^{xlii} Educational Testing Service. 2014. Praxis: Arkansas Test Requirements. Retrieved from: <http://www.ets.org/praxis/ar/requirements>
- ^{xliii} Arkansas Department of Education. August 2014. Dyslexia Resource Guide. Retrieved from: http://www.arkansased.org/public/userfiles/Learning_Services/Dyslexia/Dyslexia_Resource_Guide_08062014.pdf
- ^{xliiv} Arkansas Department of Education. 2014. Arkansas Statewide Educator Preparation Performance Report (EPPR). Retrieved from: <https://adedata.arkansas.gov/eppr/docs/State/StatewideReportApril2014.pdf>.
- ^{xlv} A.C.A. §6-18-209
- ^{xlvi} Presentation by Hedy Chang. June 2013. Attendance Works. Retrieved from: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/06/Must-Be-Present-to-Win-ver7-FINAL-6-7-13.pdf>.
- ^{xlvii} Analysis of state data by Arkansas Advocates for Children and Families.
- ^{xlviii} A.C.A. §6-15-433, 6-15-2004, 6-15-2009
- ^{xlix} E-mail from Debbie Jones, Arkansas Department of Education, October 2, 2014.
- ^l Martin R. West. 2012. Is Retaining Students in the Early Grades Self-Defeating? Washington: The Brookings Institution. Retrieved from: <http://www.brookings.edu/research/papers/2012/08/16-student-retention-west>.
- ^{li} Nailing Xia and Sheila N. Kirby. 2009. Retaining Students in Grade: A Literature Review of the Effects of Retention on Students' Academic and Nonacademic Outcomes. Santa Monica, CA: RAND Corporation
- ^{lii} Xia et al.
- ^{liii} Jay P. Greene and Marcus A. Winters. 2007. Revisiting Grade Retention: An Evaluation of Florida's Test-Based Promotion Policy. *Education Finance and Policy*, 2(4) p. 319-40.
- ^{liv} West.
- ^{lv} Guido Schwert and Martin West. February 2013. The Effects of Test-based Retention on Student Outcomes over Time: Regression Discontinuity Evidence from Florida. Harvard Kennedy School Program on Education Policy and Governance. Retrieved from: http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG12-09_West.pdf
- ^{lvi} Greene et al.
- ^{lvii} H. Wayne Light. 2006. Light's Retention Scale. Torrance, CA: Western Psychological Services. Retrieved from: <http://www.wpspublish.com/store/p/2849/lights-retention-scale-2006-edition#>
- ^{lviii} Kim Archer and Andrea Edger. 9 May 2014. One-Third of TPS Third Graders Score Unsatisfactory on Reading Test. *Tulsa World*. Retrieved from: http://www.tulsaworld.com/news/education/one-third-of-tps-third-graders-score-unsatisfactory-on-reading/article_2a0f44fa-d793-11e3-983c-0017a43b2370.html
- ^{lix} Rebecca Fuhrman, Gene Perry, and Paul Shinn. 2013. Oklahoma's New Third Grade Retention Law. Tulsa, OK: Oklahoma Policy Institute and Community Action Project (CAP) Tulsa. Retrieved from: <http://okpolicy.org/wp-content/uploads/2013/02/Oklahomas-new-third-grade-retention-law.pdf>
- ^{lx} Rick Green. 21 May 2014. Oklahoma Legislature Overrides Governor Fallin's Veto of Third-Grade Reading Bill. *Oklahoman*. Retrieved from: <http://newsok.com/oklahoma-legislature-overrides-gov.-fallins-veto-of-third-grade-reading-bill/article/4845047>
- ^{lxi} Jessica Simon. 2011. A Cost-Effectiveness Analysis of Early Literacy Intervention, Ph.D. dissertation. New York, NY: Columbia University. Retrieved from: http://academiccommons.columbia.edu/download/fedora_content/download/ac:131577/CONTENT/Simon_columbia_0054D_10115.pdf

-
- ^{lxii} Nancy Scammacca, Sharon Vaughn, and Greg Roberts. 2007.. Extensive Reading Interventions in Grades K-3: From Research to Practice. The University of Texas at Austin: Vaughn Gross Center for Reading and Language Arts,. 32, Retrieved from: <http://www.centeroninstruction.org/extensive-reading-interventions-in-grades-k-3-from-research-to-practice>
- ^{lxiii} Fuhrman et al 2013.
- ^{lxiv} U.S. Department of Education. Title I of the Elementary and Secondary Education Act –Improving the Academic Achievement of the Disadvantaged. Retrieved from: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>
- ^{lxv} Arkansas Department of Education, “Rules Governing Parental Involvement Plans”
http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_319_Parental_Involvement_Plans.pdf
- ^{lxvi} Karen Mapp and Paul J. Kuttner. 2013. Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships. A report of the US Department of Education and SEDL (Austin, TX). Retrieved from <http://www2.ed.gov/documents/family-community/partners-education.pdf>
- ^{lxvii} Arkansas State Board of Education Agenda, July 11, 2014. Retrieved from:
http://www.arkansased.org/public/userfiles/SBE%202013%20to%202020/SBE_2014/SBE_Minutes_July_11_2014.pdf
- ^{lxviii} Ibid
- ^{lxix} Bryk, A. S., Sebring, P. B., & Allensworth, E. (2009). Organizing schools for improvement: Lessons from Chicago. Chicago: Chicago Consortium on School Research, University of Chicago Press.
- ^{lxx} Mapp et al.
- ^{lxxi} Mapp et al.
- ^{lxxii} Melissa Marschall and Paru Shah. March 2014. Linking the Process and Outcomes of Parent Involvement Policy to the Parent Involvement Gap. Retrieved from:
http://www.law.nyu.edu/sites/default/files/upload_documents/2014-04-02%20Marschall_0.pdf
- ^{lxxiii} Indiana General Assembly. 2014. Indiana Code IC 19-6-2 “Education roundtable”. Retrieved from:
<http://www.in.gov/legislative/ic/code//title20/ar19/ch6.2.pdf>
- ^{lxxiv} Lucas L. Johnson. 10 May 2012. “Tennessee Report Cards Aim to Boost Support in Schools.” *Huffington Post*. Retrieved from: http://www.huffingtonpost.com/2012/05/10/parent-report-cards-are-n_0_n_1507386.html
- ^{lxxv} Maryland State Department of Education Division of Student, Family, and School Services. 2003. Programs: Parent Involvement Matters Award. Retrieved from:
<http://www.marylandpublicschools.org/MSDE/audiences/parents/pima.htm>
- ^{lxxvi} Pritchard Committee for Academic Excellence. 2012. Proof of Parent Power. Lexington, KY: Governor’s Commonwealth Institute for Parent Leadership Institute. Retrieved from:
<http://www.pritchardcommittee.org/our-initiatives/cipl>
- ^{lxxvii} U.S. Department of Education Office of the Undersecretary Planning and Evaluation Service. 1999. Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I. Retrieved from:
<https://www2.ed.gov/rschstat/eval/disadv/promisingresults/edlite-hlights.html>
- ^{lxxviii} Arkansas Department of Education. 2012. 21st Century Community Learning Centers Guidelines. Retrieved from: http://www.arkansased.org/public/userfiles/Learning_Services/Federal%20Programs/21%20CCLC/2012-2013%20Guidelines.pdf
- ^{lxxix} Janet Hall Bagby.2008. A resource guide for planning and operating afterschool programs (3rd ed.). Austin, TX: SEDL (The Southwest Educational Development Laboratory).
- ^{lxxx} Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Boddily, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.2011. Making Summer Count: How Summer Programs Can Boost Children’s Learning. Santa Monica, CA: RAND Corporation. Retrieved from:
http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf
- ^{lxxxi} McCombs et al
- ^{lxxxii} National Summer Learning Association. 2013. Summer Starts in September: A Comprehensive Planning Guide for Summer Learning Programs, Volume 2. Retrieved from: www.summerlearning.org

-
- ^{lxxxiii} Arkansas Governor's Task Force on Best Practices for After-School and Summer Programs. August 2008. Enriching Arkansas Children's Lives Through High-Quality Out-of-School Activities: task force final report. Retrieved from: <http://www.arkansas.gov/childcare/newsandevents/Task%20Force%20Report.pdf>
- ^{lxxxiv} Kristin Anderson Moore, David Murphey., Tawana Bandy, and P. Mae Cooper. 2014. Participation in Out-of-School-Time Activities and Programs. Bethesda, MD: Child Trends.
- ^{lxxxv} Arkansas Campaign for Grade-Level Reading. Bright Spot: Boys, Girls, Adults Community Development Center/Marvell-Elaine School District Freedom School and Summer Day Camp. Retrieved from: http://www.ar-glrl.net/assets/images/general/Freedom_School_Marvell_Bright_Spot.pdf
- ^{lxxxvi} State Library Board. May 2014. Regular Meeting Third Quarter 2013-2014 Agenda & Minutes Second Quarter 2013-2014. Retrieved from: <http://www.library.arkansas.gov/aboutUs/Documents/may%202014%20board%20packet%20final.pdf>
- ^{lxxxvii} Marilyn Brinkley and Trevor Williams. 1996. Reading Literacy in the United States: Findings from the IEA Literacy Study. U.S. Department of Education Office of Educational Research and Improvement: National Center for Education Statistics. Retrieved from: <http://nces.ed.gov/pubs/96258.pdf>
- ^{lxxxviii} Claudene Wharton, "Books in the home as important as parent's education level." May 2010 <http://www.unr.edu/nevada-today/news/2010/books-in-the-home-as-important-as-parents-education-level>
- ^{lxxxix} Richard C. Anderson, Paul T. Wilson, and Linda G. Fielding. 1988. *Reading Research Quarterly*, 23 (3) p. 285-303. Retrieved from: <http://www.palmbeachschools.org/imlms/documents/growthinread.pdf>
- ^{xc} Sanford Newman, T. Berry Brazelton, Edward Zigler, Lawrence W. Sherman, William Bratton, Jerry Sanders, William Christeson. 2000. Americans Child Care Crisis: A Crime Prevention Tragedy. Washington DC: Fight Crime: Invest in Kids Retrieved from: <http://www.arizonaenergy.org/Aikido/childcarereport.pdf>
- ^{xc} Susan B. Neuman and David K. Dickinson, ed. 2006. Handbook of Early Literacy Research, Volume 2. New York, NY: Guildford Press.
- ^{xcii} Susan B. Neuman, Donna C. Celano, Albert N. Greco, and Pamela Shue. 2001. Access for All: Closing the Book Gap for Children in Early Education. Newark, DE: International Reading Association.
- ^{xciii} Robin Tepper Jacob, Thomas J. Smith, Jacklyn A. Willard, and Rachel E. Rifkin. 2014. Reading Partners: The Implementation and Effectiveness of a One-On-One Tutoring Program Delivered by Community Volunteers. New York: MDRC. Retrieved from: http://readingpartners.org/wp-content/uploads/2014/06/Reading-Partners_final.pdf
- ^{xciv} Email from Carolyn Ashcraft, Director of the Arkansas State Library, July 7, 2014.
- ^{xcv} Ashcraft