

Welcome to the Monthly Provider Call.



**The meeting will
begin at 12:00 pm.**

Meeting Agenda

- **Tonya Williams** –
- **Chrissy Sain** – CLASS Highlight
- **Camie Powell** – Special Olympics Arkansas
- **Jennifer Douglas** – Curriculum Review



Tonya Williams

tonya.l.williams@ade.arkansas.gov



Chrissy Sain

CLASS Highlight

csain@nea.k12.ar.us






Data-Driven Literacy: Preparing Preschoolers for Kindergarten Success



Chrissy Sain, Local Leads Northeast Arkansas Education Cooperative

July 2025





Our Vision for Reading Readiness

Discovery:

Vicki King, Public School Program Advisor, visited the Co-op to review dyslexia intervention data in the Spring of 2024.

 Most students didn't receive services until **3rd grade**.

 Very few received support in **Kindergarten**.

Realization:

Early intervention is critical.

Focus must shift to early grades/ages.


Co-op-Wide Response:


"All hands on deck" to build strong literacy foundations in early grades.





Planning and Collaboration

- ✓ Local Leads, Director, TCC, ECSPED Coordinator, and former Literacy Specialist established developmentally appropriate literacy goals
 - ✓ Collaborated with Alicia Atwood, Pre-K RISE Specialist & Vicki King, Public School Program Advisor
 - ✓ Goals aligned to **Arkansas Standards/CDELS** and support **Reading Readiness**
 - ✓ Presented goals to the NEA Cooperative Board of Directors and invited participation from member schools
 - ✓ Collaboration Team met in monthly meetings to discuss progress and next steps
- 



NEAEC 2024-2025

Pathway to Reading Readiness

3 Year-Olds

- Know Concepts of Print (print is left to right, can point to one word, can point to one letter)
- Use 4-6 words in a sentence
- Engage in at least 2-5 back and forth conversational turns

Kindergarten

- Know all uppercase and lowercase letters automatically
- Know all letter sounds automatically
- Blend sounds to read open and closed syllables in one-syllable words

4 Year-Olds

- Recognize and name an increasing number of letters correctly, especially those in own name (18 Uppercase Letters: 15 Lowercase Letters)
- Produce the correct sounds for an increasing number of letters (13 Sounds)
- Isolate the first sound in a one syllable word

1st Grade



- Read one syllable words with most common vowel combinations for all syllable types

2nd Grade

- Read multisyllabic words with more complex vowel combinations



These are end of year expectations that require urgent intervention with multiple opportunities for daily student practice.



Preschool Reading Readiness Journey



Launchpad

Beginning of the Year
Data
*Middle of the Year
Data
End of the Year Data



CLASS

CLASS is a tool that helps early childhood programs define, measure, and improve the quality of teacher-child interactions to support better outcomes for children.



LENA

Conversational turns are simple back-and-forth alternations between a child and an adult. LENA technology counts that a turn has occurred when an adult speaks and a child follows, or vice versa.



Progress Monitoring

We piloted PM with one teacher this year.



Preschool Reading Readiness Journey

3 Year-Olds

- Know Concepts of Print (print is left to right, can point to one word, can point to one letter)
- Use 4-6 words in a sentence
- Engage in at least 2-5 back and forth conversational turns



| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| [Menu] [Icons] 100% [Icons] \$ % [Icons] 123 Calibri [Icons] [Icons | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Preschool Reading Readiness Journey

4 Year-Olds

- Recognize and name an increasing number of letters correctly, especially those in own name (18 Uppercase Letters: 15 Lowercase Letters)
- Produce the correct sounds for an increasing number of letters (13 Sounds)
- Isolate the first sound in a one-syllable word

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG |
|----|---------|--------|------------|------------------------------|------------------------------|------------------------------|--------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------|---------------|---------------|---------------------------|---------------|---------------|---------------|---------------------------|-------------------|-------------------|-------------------|--------------------|------|-------------|--------------|-------------------|----|----|
| 1 | | Gender | Instructor | Instructional Vocabulary BOY | Instructional Vocabulary MOY | Instructional Vocabulary EOY | IV Points Possible | Phonological / Phonemic Awareness BOY | Phonological / Phonemic Awareness MOY | Phonological / Phonemic Awareness EOY | PFA Points Possible | Concepts of Print BOY | Concepts of Print MOY | Concepts of Print EOY | CDP Points Possible | Uppercase BOY | Uppercase MOY | Uppercase EOY | Uppercase Points Possible | Lowercase BOY | Lowercase MOY | Lowercase EOY | Lowercase Points Possible | Letter Sounds BOY | Letter Sounds MOY | Letter Sounds EOY | US Points Possible | SPED | Speech Lang | Speech Artic | Outside Therapies | | |
| 2 | 1 | Male | Jones | 10 | 12 | 10 | 12 | 10 | 13 | 14 | 16 | 20 | 5 | 5 | 5 | 5 | 22 | 25 | 26 | 26 | 17 | 21 | 25 | 26 | 11 | 14 | 22 | 31 | | | | | |
| 3 | 2 | Male | Jones | 10 | 12 | 10 | 12 | 10 | 10 | 18 | 19 | 20 | 5 | 5 | 5 | 5 | 4 | 9 | 19 | 26 | 5 | 6 | 19 | 26 | 0 | 17 | 20 | 31 | | | | | |
| 4 | 3 | Female | Jones | 8 | 12 | 12 | 12 | | 16 | 19 | 20 | 20 | 5 | 5 | 5 | 5 | 10 | 23 | 26 | 26 | 8 | 19 | 26 | 26 | 12 | 20 | 29 | 31 | | | | | |
| 5 | 4 | Female | Jones | 10 | 7 | 12 | 12 | | 8 | 11 | 14 | 20 | 3 | 5 | 5 | 5 | 15 | 21 | 25 | 26 | 13 | 18 | 25 | 26 | 0 | 14 | 24 | 31 | | | | | |
| 6 | 5 | Female | Jones | 12 | 10 | 12 | 12 | | 7 | 15 | 20 | 20 | 5 | 5 | 5 | 5 | 7 | 12 | 19 | 26 | 5 | 9 | 15 | 26 | 1 | 18 | 22 | 31 | | | | | |
| 7 | 6 | Female | Jones | 10 | 12 | 12 | 12 | | 11 | 17 | 20 | 20 | 5 | 5 | 5 | 5 | 13 | 22 | 26 | 26 | 15 | 20 | 25 | 26 | 6 | 19 | 29 | 31 | | | | | |
| 8 | 7 | Male | Jones | 8 | 10 | 7 | 12 | | 7 | 6 | 7 | 20 | 2 | 5 | 4 | 5 | 0 | 0 | 2 | 26 | 0 | 0 | 1 | 26 | 0 | 1 | 5 | 31 | | | | | |
| 9 | 8 | Male | Jones | 12 | 9 | 10 | 12 | | 9 | 13 | 7 | 20 | 5 | 6 | 8 | 5 | 0 | 1 | 3 | 26 | 1 | 1 | 3 | 26 | 0 | 1 | 7 | 31 | | | | | |
| 10 | 9 | Male | Jones | | 11 | 8 | 12 | | 8 | 9 | 9 | 20 | | 5 | 4 | 5 | | 4 | 9 | 26 | 3 | 3 | 11 | 26 | 2 | 10 | 31 | | | | | | |
| 11 | 10 | Female | Jones | | 7 | 12 | 12 | | | 11 | 13 | 20 | | 5 | 5 | 5 | | 3 | 7 | 26 | | 3 | 7 | 26 | 0 | 16 | 31 | | | | | | |
| 12 | 11 | | Jones | | | 12 | 12 | | | | | 20 | | | | 5 | | | | 26 | | | 26 | | | 31 | | | | | | | |
| 13 | 12 | | Jones | | | | 12 | | | | | 20 | | | | | | | | 26 | | | 26 | | | 31 | | | | | | | |
| 14 | 13 | | | | | | 12 | | | | | 20 | | | | 5 | | | | 26 | | | 26 | | | 31 | | | | | | | |
| 15 | 14 | | | | | | 12 | | | | | 20 | | | | | | | | 26 | | | 26 | | | 31 | | | | | | | |
| 16 | 15 | | | | | | 12 | | | | | 20 | | | | 5 | | | | 26 | | | 26 | | | 31 | | | | | | | |
| 17 | TOTALS | | | 80 | 102 | 107 | | 81 | 133 | 145 | | 35 | 50 | 48 | | 71 | 120 | 162 | | 64 | 100 | 157 | | 30 | 106 | 186 | | | | | | | |
| 18 | AVERAGE | | | 10.0 | 10.2 | 10.7 | | 10.1 | 13.3 | 14.5 | | 4.4 | 5.0 | 4.8 | | 8.9 | 12.0 | 16.2 | | 8.0 | 10.0 | 15.7 | | 3.75 | 10.6 | 18.6 | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 48 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

18

15

13

CLASS and Reading Readiness

CLASS Domains

Emotional Support
Classroom Organization
Instructional Support

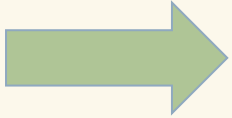
Concept Development



Analysis and reasoning
Creativity
Integration
Connections to everyday
lives

LENA

Quality of Feedback



Scaffolding
Feedback loops
Prompting thought process
Providing information
Encouragement and
affirmation

Launchpad

Language Modeling

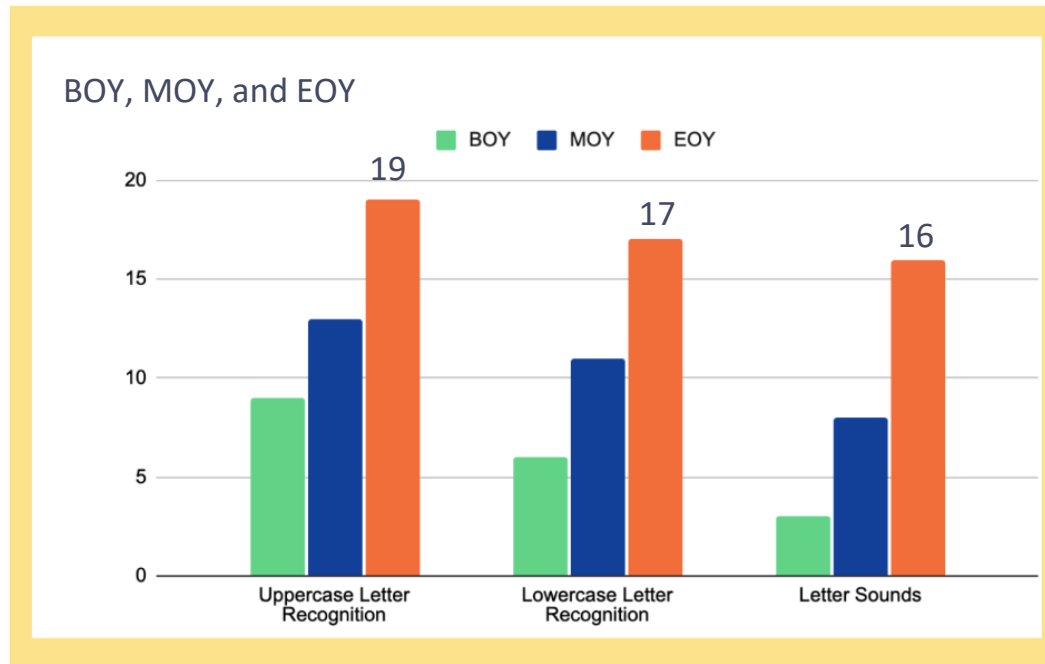


Frequent conversations
Open-ended prompts
Communication extensions
Narration
Advanced Language

HQIM- Frog Street

Launchpad Data

Reading Readiness
State Averages for 2020-2024
Uppercase 18 • Lowercase 15 • Sounds 13



Preschool Next Steps

Next Steps for 2025-26:

- Continue to collect Preschool data.
- Implement progress monitoring with all classroom teachers.
- Continue Pre-K to Kindergarten transition meetings.
- Implement Frog Street and Launchpad with fidelity.
- Complete BOY and EOY CLASS observations.

Thanks!

Do you have any questions?

Chrissy Sain

csain@nea.k12.ar.uus

Sandra Lamberson

slmberson@nea.k12.ar.us



CREDITS: This presentation template was created by **Slidesgo** and includes icons by **Flaticon**, infographics & images by **Freepik** and content by **Eliana Delacour**

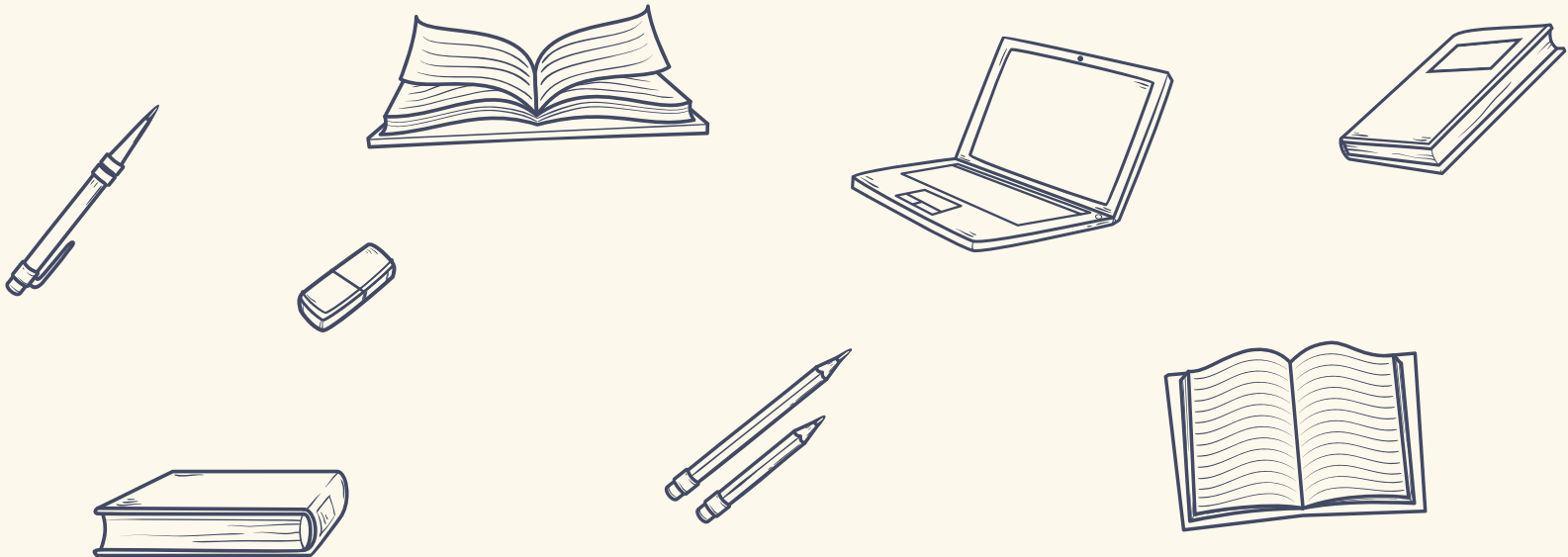
Please keep this slide as attribution

Alternative resources

Here's an assortment of alternative resources whose style fits that of this template:

Vectors

- [Hand drawn back to school elements collection I](#)
- [Hand drawn back to school elements collection II](#)





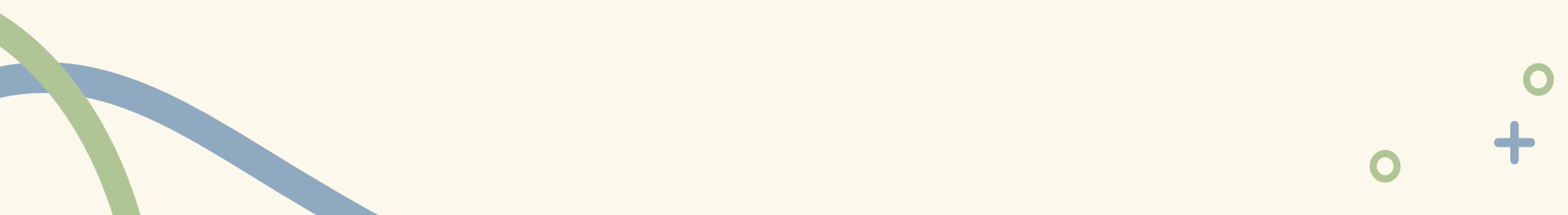
Resources

Did you like the resources in this template? Get them for free on our other websites:

Vectors

- [Hand drawn book club twitter header](#)

Fotos

- [Photo dreamy studying teen girl](#)
- 



Camie Powell

Special Olympics Arkansas

camie@specialolympicsarkansas.org

#MyFirstSportsMoment

#MyFirstSportsMoment

Section 1

Special Olympics Young Athletes



Young Athletes Overview

- A sport and play program for children with and without intellectual disabilities (ID), **ages 2-7**
- Introduces basic sport skills, like running, kicking and throwing
- Offers families, teachers, caregivers and people from the community the chance to share the joy of sports with all children
- Children of all abilities take part and they all benefit



The Goals

Support **social inclusion** and inclusive play in schools, communities and homes

Let children **with and without intellectual disabilities** play together to learn about and understand each other

Provide children with activities and games that meet their **skill and ability levels**



The Impact

Young Athletes Supports:

Motor Skill Development

Social, Emotional and Learning Skills

Parental Expectations

Acceptance



Skill Development

Foundational Skills

Walking & Running

Balance & Jumping

Trapping & Catching

Throwing

Striking

Kicking

Advanced Sport Skills

Development of motor, social & cognitive skills

Stages of Motor Learning

COGNITIVE STAGE

- The child determines the goal of the skill
- Most often, the child relies on observation/visual input
- Trial and error is a strategy for learning “what to do”



ASSOCIATIVE STAGE

- The child transitions from “what to do” to “how to do”
- Practice increases body awareness which helps to refine movements

AUTONOMOUS STAGE

- The child is able to perform the skill in all environments
- Little cognitive processing is required to perform the movements or skill
- Coordinated movements and goal achievement are observed

**Fitts & Posner, 1967*



Making Modifications

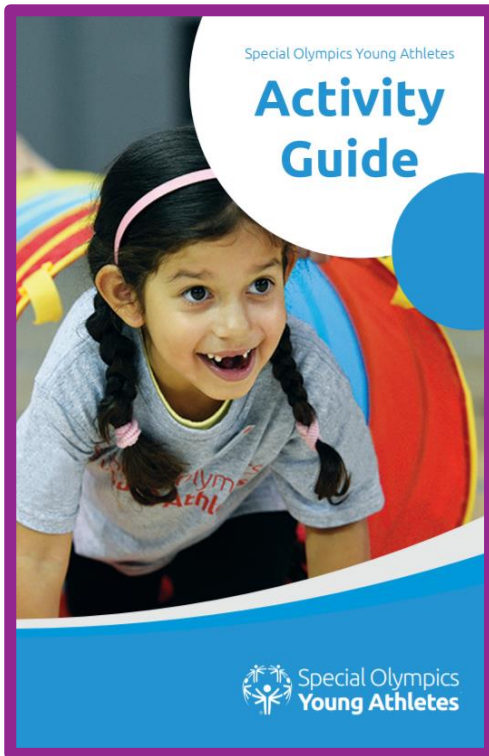
- As a coach, you will need to make modifications to activities and equipment to meet the ability levels of the athletes.
- Modifications are essential to ensure that every Young Athlete can be successful in the various activities.
- Not all Young Athletes will learn, understand and perform at the same speed and level, so it is important to get to know every child individually.



Tips for making modifications can be found in the Activity Guide!



Resources Available

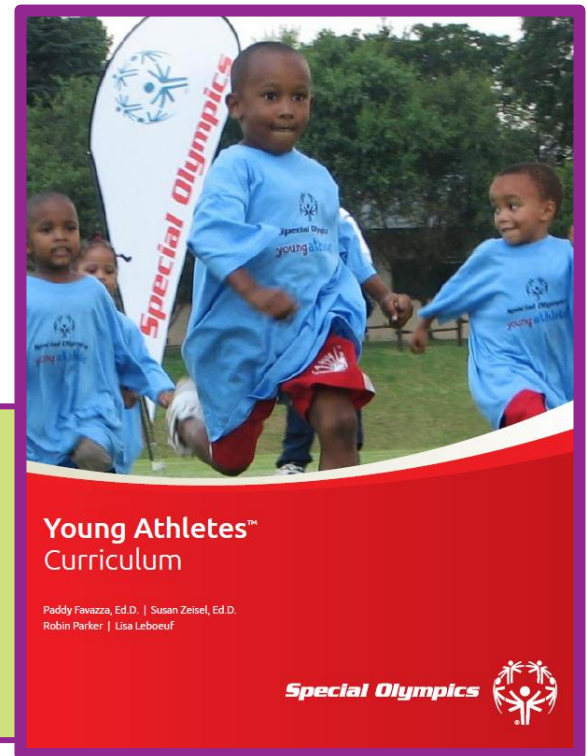


Activity Guide

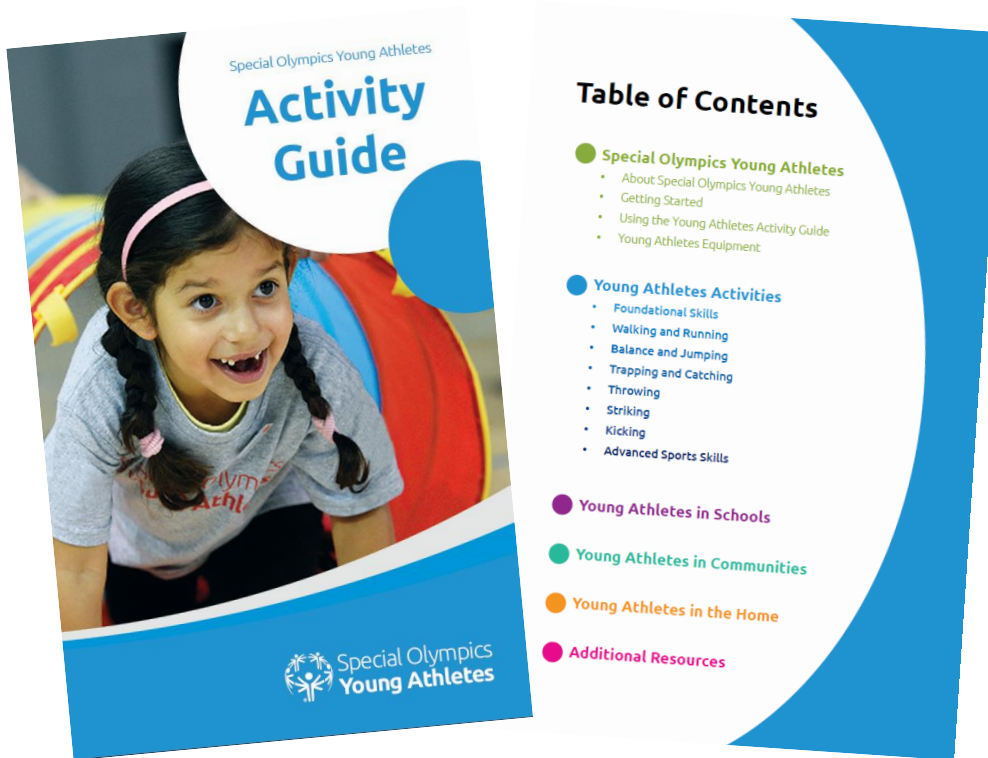
- Eight skill areas
- Activities in each skill area, listed by ease and difficulty
- Information on implementing in each model
- Additional resources for healthy play and modifications

Curriculum (8 weeks/Year-round)

- Eight skill areas
- Scripted Lesson Plans to use
- 3 days of Lessons Plans for each week, for a total of 24 days
- Lessons are designed to be offered in sequence



Young Athletes Activity Guide



4 Sections:

1.

Introduction

2.

Young Athletes Activities

3.

Resources for Implementers

4.

Additional Resources



Young Athletes Equipment

Young Athletes activities use equipment to help children focus on each skill. Equipment can be substituted for materials that can be found around the house.

Equipment

Suggested Substitutions

| | | |
|--------------|---|-------------------------------|
| Balance Beam | → | Tape or Rope |
| Foam Ball | → | Tennis Ball |
| Beanbags | → | Small, soft toys |
| Sport Cones | → | Boxes or plastic soda bottles |

What items could be used as substitutes for the following equipment?



- Floor Markers
- Hoops
- Scarf
- Paddle



Integrating Health & Fitness



- Through the Young Athletes activities, health and fitness can be taught in a fun and engaging environment.
- Introducing children to healthy habits at an early age gives children the best chance to live healthy and successful lives.
- “Healthy Play” incorporates health and fitness lessons into activities found in the Young Athletes Activity Guide.
- Additional Healthy Play ideas can be found in the “Additional Resources” section of the Young Athletes Activity Guide.

“Healthy Play” Activities

Musical Markers

While music is playing, ask children to run, walk backwards, crawl or twist. When the music stops, have children find a floor marker to stand on (sharing markers is allowed). Remove markers until there is only one large hoop in the center that all the children can share.

Healthy Play: When using floor markers, consider having floor markers that are shaped like healthy foods (like fruits and vegetables), printing out pictures, or associating various colors with fruits and vegetables. In the activity, when the music stops, ask children to stand on the fruits or vegetables to reinforce making healthy decisions with food.

EQUIPMENT NEEDED: Hoop, floor markers



I love talking about my favorite healthy snacks!





Questions?



Jennifer Douglas

Curriculum Review

jennifer.douglas@ade.arkansas.gov

What is HQIM?

High-Quality Instructional Materials (HQIM) refers to curriculum and teaching materials that are designed to be effective, engaging, and aligned with learning standards.

What is HQIM?

- Engaging, effective, standards-aligned curriculum
- Elevates teacher-child interactions

Why HQIM Matters:

- Enhances Interactions: Promotes open-ended questions and meaningful conversations
- Builds Trust & Engagement: Encourages curiosity and deeper learning
- Drives Long-Term Impact: Boosts literacy, math, and science outcomes
- Supports Individualization: Enables rich, personalized learning
- Grounded in Research: Aligns with science of reading for confident readers



ADE's Updated Curriculum Review

Curricula will be reviewed using a comprehensive rubric aligned with Arkansas's Early Learning Standards and child development best practices. The rubric includes the following key domains:

| | |
|--|---|
| Arkansas Early Childhood Guideline Alignment | <ul style="list-style-type: none">• Comprehensive• Scope and Sequence• Readily Available |
| Child Development, Emotional Support, Instructional Support | <ul style="list-style-type: none">• Cognitive Development, Integration of Content, and Research• Child Development and Health Associated Domains• Emergent Literacy• Mathematical Thinking• Science and Technology, Social Studies, Creativity and Aesthetics |
| Supporting Child Outcomes and Classroom Organization | <ul style="list-style-type: none">• Assessment• Classroom Organization, Implementation, and Instruction• Support for All Learners• Family Support |

Next Steps

Providers interested in submitting a curriculum for review can do so using the [Curriculum Review Request Form](#). Link will be live for requesting a curriculum to be reviewed from July 14-18, 2025.

An updated list of reviewed curricula is anticipated in spring 2026. Please visit ADE's HQIM webpage for additional information.

[Interim list](#)





NEXT MEETING

August 5 at 12:00pm

Find the recording of today's meeting here:

[Division of Elementary and Secondary Education - Offices - Early Childhood - Informational Provider Calls \(arkansas.gov\)](#)

