

ARKANSAS DEPARTMENT OF

Education

**Arkansas' Revised HQT Plan
To Ensure that 100% of Arkansas' Teachers are
Highly Qualified by the End of the 2006-2007 School Year and
Beyond**

Dr. T. Kenneth James, Commissioner

**September 29, 2006
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Arkansas' Revised HQT Plan

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Introductory Statements:

A. New Revised Plan

Due to the comments by the review team on Arkansas' revised plan and in order to best respond to all of the criteria on the six (6) requirements, it has been determined that it would be more appropriate to redesign the New Revised Plan into the current format.

B. Data Revision

In March 2006, the Arkansas Department of Education shared with the USDOE, that the percent of core academic classes taught by Highly Qualified Teachers (HQT) in Arkansas during the 2005-06 school year was 95%. This percent was calculated using the data reported to the SEA by the LEAs in October 2005 on the number of classes taught by highly qualified teachers divided by the number of classes requiring highly qualified teachers.

As the state reviewed the data for this revised plan we delved further into this data and reviewed not only the state and district data but also data for each LEA and the individual teachers identified as not highly qualified. Through this process we discovered that several LEAs mistakenly reported several "non-core academic teachers" as HQT. This error in reporting caused an escalation in the percent of HQT for the state. Those subjects/classes, which some schools reported as being taught by HQ teachers, were study hall, physical education, and others. This obviously was a mistake by the LEAs and therefore, the state of Arkansas is pleased to proclaim that that error has been corrected. Therefore, we must edit the numbers and statistics that were originally reported. This report will utilize the revised data, which shows the state's percent of HQT as 84.8%.

We also believe that the Department has taken measures by modifying the reporting and calculating process and by providing technical assistance to the school districts to ensure that this type of error does not occur in the future. Again this was the first year in which Arkansas collected data and therefore, some edits of the process have proven to be necessary. The major procedure that has been implemented is that the Office of Teacher Quality took the approximate 800 course code numbers offered by Arkansas public schools and has indicated on each course whether the course requires HQT as defined by NCLB. The Department is now pulling the data for the percent of HQT teachers at the LEA, district and state levels from only those courses, which require HQT status. In our opinion this modification and technical assistance by the Department to local school districts should avoid the error that previously occurred.

While the Arkansas Department of Education regrets that this error occurred it has brought some important facts/issues to the surface. First, since Arkansas is a testing state and has used the Praxis examinations for over ten (10) years, the 95% which was originally reported seems reasonable and still may be a more accurate number than the 84.8%. Why would we make that statement? Again, through this further investigation we discovered some ninety-three (93) schools reported that they had less than ten percent (10%) of their core academic classes being taught by HQT with 55 schools reporting that they had zero percent (0%) of their teachers as HQT. Obviously there were errors in the reporting of this data to the state. In some cases individual schools did not implement the state process of designating via assessment of the content knowledge, via subject area major or via the HOUSSSE document the HQT status of their teaching staff in core academic areas or in one district the data for their elementary schools was not submitted to the state. The Department has notified the Superintendents of these individual schools and has outlined the expectation of the Department as well as offered any additional technical assistance, which they may need to ensure that all teachers receive the designation of HQT or not HQT as required and that all future data is accurately reported. In addition the Department has been offering technical assistance to all building and district administrators via teleconferences and on-site in-services around the state.

C. Definitions

High-Poverty School Districts- Arkansas defined high and low poverty school districts by ranking the local school districts by the percent of Free and Reduced Lunch (FRL) in descending order. Those school districts in the top 25% are considered high poverty and those in the lowest 25% are considered low poverty.

High-Minority School Districts- Arkansas defined high and low minority school districts by ranking the local school districts by the percent of white student population in descending order. Those school districts in the top 25% are considered low minority and those in the lowest 25% are considered high minority.

Veteran Teachers – Teachers hired prior to the 2002-2003 school year.

D. Class Coding including Special Education and Alternative Learning Environments

Each class (Pre K-12) offered in any Arkansas Public School is assigned a six (6) digit course code, which is established by the Arkansas Department of Education (ADE) and uniform for districts in the state. The Department also develops a course code list which identifies by the course number the subject area, course title, appropriate grade level, the appropriate licensure area required by the teacher and if the course is required to be taught by a highly qualified teacher. The first five digits of the course code are utilized by the ADE to disaggregate data of all like courses in the over 200 school districts in the state. The sixth digit may be utilized by the

local school districts to delineate the individual sections of the course or to designate the environment of the course. The 2006-07 course code listing for all courses in Arkansas is in the Appendix of this report.

Example: 530020 is the course number for Algebra I. A district may wish to use: 530021 as Algebra I for Gifted and Talented students, 530022 as Algebra I in an alternative learning environment, 530023 as Algebra I in a special education environment, or 530024 as Algebra I for ESL students. In other words in Arkansas both alternative learning environments and special education environments use the same course code numbers for all core academic courses. The sixth digit would differentiate the environment or the section, as mentioned above.



Many districts in Arkansas are using the inclusion model to ensure that highly qualified teachers teach special education students. Currently there is no data indicating the number of special education students taught by non-highly qualified teachers. The ADE will be monitoring both the Alternative and Special Education classes to ensure that the coding of core academic classes in these environments is utilized properly. ADE has met with the technology center staff to address the collection of special education and alternative learning environment data beginning with the 2007-2008 school year.

At the present time the Department has not established any uniform pattern for use of the sixth digit. If the state is to evaluate the number of students in Algebra I in an Alternative Learning Environment or in a Special Education Environment a uniform sixth digit would need to be established statewide. There are a few limited course code numbers for alternative learning and special education environments in which the courses are not "for credit" and are not considered for high school graduation requirements. These courses are most commonly included in the students' IEP such as conflict resolution, anger management, social skills, sign language and other non-academic-credit special education instruction.

E. Office of Data Quality

As a result of recently receiving a three-year grant from the National Governor's Association and the USDOE (greater than \$4,000,000) Arkansas is developing a data collection and management system, which will assist with longitudinal data tracking of students and teachers. This system will allow the state to identify teachers' HQT status (and years of experience) to determine if high-need areas are being satisfied by an inordinate number of inexperienced or otherwise less highly qualified teachers. Presently the architectural structure for teacher data is being designed and in mid October 2006, teacher data will be pulled and stored in the

warehouse. Beginning in January of 2007, with a new data management system in place, annual data requirements will be met and data-driven decisions will be made to address shortages if any exist in high-need schools.

During the 2005-06 school year, the Arkansas Department of Education created the Office of Data Quality to develop and implement this Longitudinal Data System. The partners in the Arkansas Comprehensive Data Quality Campaign are the Arkansas Department of Education, Arkansas Department of Higher Education, Metis Associates (overseeing the data grant from the USDOE), Cognos (developing the data warehouse), Triand (architects for the data system), NORMES (research partner from the University of Arkansas) and Community/Business Partners. The Arkansas Department of Education believes that while we are very data rich in the state, this new longitudinal data warehouse will be instrumental in our ability to provide real time data, measure data quality at all stages of the process and provide easy retrieval and reports of data. The monitoring of data required for any reports on HQT will be greatly enhanced as teacher data is loaded into the warehouse.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1.1 Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

Arkansas' plan to ensure that all core academic classes are taught by highly qualified teachers is based on an analysis of all courses, all classes and all sections of those classes taught in the state. The Arkansas Department of Education has the capability of disaggregating the data down to the district, school, class and teacher level. However most of these data are reported at the state level.

Primary information regarding these data is presented in Table 1.

Category	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
STATE	1	468,189	91,734	77,751	13,983	84.8	15.2

Table 1. Percentage of core academic classes taught by highly qualified teachers (statewide). Supporting data are found in Appendix 1.

Of the 91,734 classes that require a highly qualified teacher, 77,751 classes are taught by highly qualified teachers reflecting a statewide percentage of 84.8% HQT with 15.2% of classes taught by non-HQT teachers.

Classroom level data were analyzed and are presented in Table 2, where the data are disaggregated by core academic classes.

Core Academic Classes	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
Elementary					
K-6 Classrooms	10540	10305	235	97.8	2.2
Secondary					
ENGLISH	9533	8303	1230	87.1	12.9
LANGUAGE ARTS	6702	5587	1115	83.4	16.6
SOCIAL STUDIES	11829	9389	2440	79.4	20.6
MATHEMATICS	16363	13970	2393	85.4	14.6
SCIENCE	14070	11980	2090	85.1	14.9
FOREIGN LANGUAGE	3244	2680	564	82.6	17.4
K-12					
READING	2828	2245	583	79.4	20.6
ART	8108	6558	1550	80.9	19.1
MUSIC	7110	5494	1616	77.3	22.7

Table 2. Core Academic Class data, by subject, and percent of classes taught by Highly Qualified Teachers (statewide). Supporting documents/data files are in Appendix 2.

The highest percentage of classes taught by highly qualified staff is in K-6 classrooms with 97.8% of the teachers being designated as highly qualified. The low percentage areas are reading, social studies and music.

The K-6 classroom data are further disaggregated by grade levels. Table 3 presents the data for the percent of elementary classes that were taught by Highly Qualified Teachers.

K-6 Classrooms	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
Kindergarten Regular	1957	1886	71	96.4	3.6
Grade 1	1796	1772	24	98.7	1.3
Grade 2	1640	1615	25	98.5	1.5
Grades 2-3 (combination)	14	12	2	85.7	14.3
Grade 3	1606	1580	26	98.4	1.6
Grade 4	1505	1481	24	98.4	1.6
Grade 5	1191	1164	27	97.7	2.3
Grades 5-6 (combination)	19	17	2	89.5	10.5
Grade 6	807	776	31	96.2	3.8

Table 3. Elementary classes, by grade level and percent of classes taught by Highly Qualified Teachers (statewide). Supporting documents/data files are in Appendix 2.

Among elementary classrooms in Arkansas the highest percentage of highly qualified teachers are assigned to first grade with an average of 98.7% HQT. Combination classes reflect those that have the lowest percentage of classes taught by highly qualified teachers.



Within the subject area of Foreign Languages the data were further disaggregated for the various languages. These data are presented in Table 4.

Secondary: Foreign Languages	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
Spanish	2606	2148	458	82.4	17.6
French	490	413	77	84.3	15.7
German	108	95	13	88.0	12.0
Japanese	8	1	7	12.5	87.5
Italian	2	0	2	0.0	100
Turkish	1	0	1	0.0	100
Latin	29	23	6	79.3	20.7

Table 4. Classes in Foreign Language, by language and percent of classes taught by Highly Qualified Teachers (statewide). Supporting documents/data files are in Appendix 2.

The highest percentage of foreign language classes taught by highly qualified teachers is in the area of German. Those languages with the lowest percent classes taught by HQT are Turkish, Italian and Japanese. The very few classes reported in these languages and the lack of programs of study at the local colleges and universities lend themselves to these results.

The Arkansas Department of Education actively collected data for the first time on the status of core academic classes being taught by Highly Qualified Teachers in the fall of 2005. These data are the result of a school district reporting cycle, which occurs on the first of October each year. In advance of the October 2005 reporting cycle school districts were instructed as to the core academic classes and the definitions of Highly Qualified Teachers that are associated with them. As with any first-time data collection there may have been some misunderstanding on definitions and procedures. The accuracy of the SEA's data is dependant on the accuracy of the data submitted by the LEAs to the Statewide Information System (SIS).

As addressed in the introduction, it became apparent that errors were entered at the local level. Therefore, it was necessary to edit the previously submitted data. Originally (data submitted in March, 2006) indications were that the percentage of core academic classes, which were taught by highly qualified teachers, was 95%. This has recently been adjusted to 84.8%. The LEA responses were

inaccurate. The data would have been accurate if the LEA had submitted the responses correctly. Pulling the data in a more accurate way will provide a better picture. ADE will provide evidence that course codes will be identified by which courses require a Highly Qualified Teacher and which do not. In the SIS course code listing, the courses which require a Highly Qualified Teacher will be designated with a "Y". LEA data input technicians will not have the capability to alter that configuration or input anything other than the designated fields of "YES - HQT", "NO - NOT HQT" or "Not Applicable to this course". Supporting documents and data files are in Appendix 3 and Appendix 4.

As a result of recently receiving a three-year grant from the National Governor's Association and the USDOE (greater than \$4,000,000) Arkansas is developing a data collection and management system, which will assist with longitudinal data tracking of students and teachers. This system will allow the state to identify teachers' HQT status (and years of experience) to determine if high-need areas are being satisfied by an inordinate number of inexperienced or otherwise less highly qualified teachers. Beginning in January of 2007, with a new data management system in place, annual data requirements will be met and data-driven decisions will be made to address shortages if any exist in high-need schools. During the 2005-06 school year, the Arkansas Department of Education created the Office of Data Quality to develop and implement this Longitudinal Data System. The partners in the Arkansas Comprehensive Data Quality Campaign are the Arkansas Department of Education, Arkansas Department of Higher Education, Metis Associates (overseeing the data grant from the USDOE), Cognos (developing the data warehouse), Triand (architects for the data system), NORMES (research partner from the University of Arkansas) and Community/Business Partners. The Arkansas Department of Education believes that while we are data rich in the state, this new longitudinal warehouse will be instrumental in our ability to provide real time data, measure data quality at all stages and points of the process and provide easy retrieval and reports of data. The monitoring of data required for any reports on HQT will be greatly enhanced as teacher data is loaded into the warehouse.

Arkansas' plan to ensure all core academic classes are taught by Highly Qualified Teachers includes a process, to be implemented in the next two years, to have the SEA validate the HQT status of teachers and place the HQT designation in the appropriate area(s) on the individual teacher's license to ensure accuracy in school district reporting with regard to HQT status. The plan also includes provisions to continue requiring content knowledge tests for acquiring a teaching license. In this regard Arkansas expects that the percentage of core academic classes taught by Highly Qualified Teacher will continue to increase. As teachers leave the classrooms, teachers who have demonstrated content knowledge by passing these tests will replace them.

Obviously the state will continue to work to ensure that the subgroup of Arkansas teachers who are reaching retirement age and become highly qualified in their core academic areas. While the statement is correct that all newly licensed teachers will be demonstrating HQT status via testing, it was not meant to imply that the state would be ignoring those currently employed in the classrooms.

The Arkansas Department of Education (ADE) has recently contacted and will continue to contact school districts (in the short term) with regard to proper reporting and any inconsistencies in reported data. The ADE will also monitor HQT status in schools and school districts annually to ensure that data reporting is timely and accurate. As the school districts report HQT data in the Cycle 2 of their Annual Accreditation Report, the SEA will review the data and give districts an opportunity to correct any errors. With this data submission, school district superintendents are required to sign a letter of accuracy when the data is submitted.



1.2 Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

The Division of Curriculum and Assessment at ADE identifies schools that are not making adequate yearly progress (AYP) on the Arkansas Benchmark/ACTAAP examinations annually. Technical assistance is readily available from the Arkansas Department of Education and is provided through the Arkansas Comprehensive School Improvement Plan (ASCIP) of the Standards Assurance Unit. These staff members assist local school districts in developing and monitoring the progress of the ACSIP plans. Schools that do not make adequate yearly progress are designated as being in School Improvement. The first, second, third, fourth and fifth years of School Improvement are respectively identified as Year 1 to Year 5. Currently there are 288 schools in Arkansas that are so designated. Table 5 presents the compiled HQT data for those categories of schools in School Improvement. Tables containing the individual school data are presented in Appendix 1. These are offered to demonstrate that Arkansas has the capability to analyze data at the school (and class) level.

Category	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT	Avg. yrs exp
Yr 1	72	37,071	7,480	6,742	738	90.1	9.9	13.3
Yr 2	144	74,014	17,351	14,373	2,978	82.8	17.2	13.5
Yr 3	38	16,854	4,025	3,040	985	75.5	24.5	12.6
Yr 4	4	1,523	243	230	13	94.7	5.3	13.5
Yr 5	0	na	na	na	na	na	na	na

Table 5. Percent of Core Academic Classes and Average Years of Experience for teachers in schools in School Improvement (statewide). Supporting data are found in Appendix 1.

Table 5 suggests schools that continue in School Improvement for two to three years have fewer classes (percentage-wise) being taught by Highly Qualified teachers. These data will be monitored closely in the future to establish whether there is a cause-effect relationship. It is important to note, however, that with a state average of 84.8% the schools in Year 1 and Year 4 have a percentage of HQTs, which exceeds the state average. Similarly, the average years experience of teachers in all years of School Improvement is in line with the state average. A correlation analysis was conducted on the relationship between percent of classes being taught by HQTs and Average Years of Experience of the teachers in the district. There was no significant statistical relationship evident between the two ($r=0.0$).

Arkansas has demonstrated a significantly high percentage of classes being taught by highly qualified teachers in poverty schools. There does appear to be, however, a deficit of highly qualified teachers in schools in need of academic improvement. In general, the percentage of classes being taught by highly qualified teachers is lower in school districts which have been requiring “school improvement” assistance for a longer period of time. The State continues to monitor this situation, and has taken several steps to ensure that schools that are in need of improvement do not have a higher percentage of teachers who are not highly qualified than do other schools. These steps include the Arkansas Department of Education being heavily engaged in technical assistance with these schools through the Arkansas Comprehensive School Improvement Plan (ACSIP). Embedded in these individual ACSIP plans are strategies for focused professional development. Also, the ADE will be requiring a scholastic audit of every school in year 3, 4, or 5 of School Improvement. Along with the scholastic audit, the ADE has selected a “turn-around” strategy, America’s Choice, for implementation in all year 3, 4 and 5 School Improvement schools.

The SEA will be working with the thirty-eight (38) schools in year three of School Improvement since their percent of HQT is ten percentage points below the state average.

Arkansas was one of only three states (the others being Massachusetts and Texas) recognized by NAEP as showing evidence of improvement in student achievement in three of the four areas for Reading and Mathematics for grades 4 and 8. In the fourth area the student achievement rating was unchanged; no lower than it was previously. This high status is assuredly reflective of the high percentage of classes being taught by highly qualified teachers statewide.

Arkansas has also made steady progress on all statewide standards-based examinations required for No Child Left Behind. Evidence shows significant improvement in literacy and mathematics in grades 3-8 and in End-of-Course Algebra and Geometry from 2005 to 2006. Grade 11 Literacy has also held steady between the two school years.

The state has observed that there are numerous middle schools, which are in some stage of school improvement. With that concern the Department reviewed achievement growth of middle school students as assessed by state AACTAP. When comparing literacy scores with mathematics, the literacy scores increased over time. To ensure that equitable emphasis is placed on mathematics and science, the ADE conducted a forum including all deans of college of education programs and middle level coordinators of middle level programs. The topics discussed included improvement in middle level endorsements, especially in the areas of mathematics and science, and to enhance the mathematics and science content area courses in their preparation programs. Sixteen of the eighteen Arkansas teacher education programs attended the meeting. The efforts will lead to improved teacher quality and effectiveness in middle level mathematics and science.

In addition to the data regarding schools not making AYP, included here are Tables 6 and 7 which present data on high- and low-minority school districts and high- and low-poverty school districts.

Category	% non-White	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT	Avg. yrs exp
Low minority (Lowest 25%)	0.0% to 3.8%	66	64,692	13,581	11,563	2,018	85.1	14.9	12.2
High minority (Highest 25%)	37.1% to 99.8%	67	195,783	37,786	32,622	5,164	86.3	13.7	12.6

Table 6. District HQT and average years of teacher experience data disaggregated by minority population (263 total districts). Supporting data are found in Appendix 1.

There is no apparent difference between the percent of HQT or the number of years of experience in the high- and low-minority school districts.

Category	% FRL*	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT	Avg. yrs exp
Low poverty (Lowest 25%)	0.0% to 47.4%	66	135,250	26,134	22,082	4,052	84.5	15.5	11.6
High poverty (Highest 25%)	67.9% to 100%	66	77,318	16,292	14,000	2,292	85.9	14.1	11.7

Table 7. District HQT and average years of teacher experience data disaggregated by poverty level (out of 263 total districts). [FRL – free and reduced-priced lunch] Supporting data are found in Appendix 1.

There is no apparent difference between the percent of HQT or the number of years of experience in the high- and low-poverty school districts.

1.3 Does the analysis identify particular groups of teachers to which the State’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Table 8 represents the six core academic areas that exhibit the percent of classes taught by HQT that are less than the state average. These are particular groups of teachers to which the state’s plan will pay particular attention. Art and Music are particularly noteworthy since the state has recently adopted legislation requiring licensed art and music teachers for K-6 when previously a K-6 classroom teacher may have been assigned these responsibilities.

Core Academic Class	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
MUSIC	7110	5494	1616	77.3	22.7
READING	2828	2245	583	79.4	20.6
SOCIAL STUDIES	11829	9389	2440	79.4	20.6
ART	8108	6558	1550	80.9	19.1
FOREIGN LANGUAGE	3244	2680	564	82.6	17.4
LANGUAGE ARTS	6702	5587	1115	83.4	16.6

Table 8. Core academic classes exhibiting < 85% HQT. Supporting data are found in Appendix 2.

Annually, the Arkansas Board of Education distinguishes critical teacher shortage areas. For the 2006-07 school year, those core academic areas identified as critical shortage areas were middle level content areas, secondary mathematics, secondary science, foreign language, and art. Due to the shortage in art and foreign language teachers, it was not a surprise to find the percent of HQT among those that fell below the state average. Although the state has identified secondary mathematics and secondary science as critical shortage areas, these classes taught by highly qualified teachers did not fall below the state average.

Arkansas Annotated Code §24-7-708 and Rules from the Arkansas Teacher Retirement System now allow HQT in critical shortage areas to return to active employment while drawing full salary and full retirement, without an earnings penalty, as an incentive. The state has been taking advantage of this highly qualified teacher pool that has retired and elected to come back into the profession. Districts are actively recruiting numerous highly qualified retired teachers to fill these critical shortage areas. The table below reflects the number of teachers who have returned to the field to take advantage of this incentive over the last few years.

Year	Number of Retired Teachers employed on Arkansas Teacher Retirement System waivers
1999-2000	16
2000-2001	30
2001-2002	58
2002-2003	71
2003-2004	67
2004-2005	8
2005-2006	71
2006-2007	33(as of this date)

Table 9. Number of Retired Teachers employed on Arkansas Teacher Retirement System waivers

The aforementioned law and Rule have assisted school districts in recruiting and hiring highly qualified teachers in the areas of mathematics, special education and science by bringing retired teachers back into the work force.

1.4 Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

Arkansas has defined districts and schools in which “significant numbers of teachers do not meet HQT standards” as those schools which have less than 50% of their core academic classes taught by highly qualified teachers.

Number of school districts with less than 50% of core academic classes taught by HQT	34
Number of schools with less than 50% of core academic classes taught by HQT	117

Table 10. Number of districts with significant numbers of teachers do not meet HQT standards. Supporting data is found in Appendix 5.

While the state recognizes that the fifty percent (50%) designation is considerably low, the fact that there were schools and districts below this benchmark, demands our immediate attention. In subsequent years Arkansas will revisit the data and may define “significant” as any school or district whose percent of classes taught by highly qualified teachers as 10 percentage points less than the state average.

Arkansas agrees with the USDOE that the 50% designation is low, but we were realistic in our statement that this was where we needed to begin in targeting schools/ districts to increase their percent of classes taught by HQT. As stated in our closing statement, for future years we will be targeting all schools/districts where the “percent of classes taught by highly qualified teachers is ten (10) percentage points less than the state average.” Since we believe our new state average of HQT teachers will be in excess of 95%, our new percentage would be for schools/ districts whose percentage falls below 85%.

1.5 Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Table 11 (previously displayed as Table 2) represents the core academic content areas and classes that are taught by non-highly qualified teachers. Table 12 (previously displayed as Table 8) below represents those core academic classes whose percent of HQT is below the state average. Appendix 2 further disaggregates these content areas into individual courses and grade levels. In that appendix those courses are identified by class numbers and course titles, as well as percent of classes taught by highly qualified teachers.

Core Academic Classes	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
Elementary					
K-6 Classrooms	10540	10305	235	97.8	2.2
Secondary					
ENGLISH	9533	8303	1230	87.1	12.9
LANGUAGE ARTS	6702	5587	1115	83.4	16.6
SOCIAL STUDIES	11829	9389	2440	79.4	20.6
MATHEMATICS	16363	13970	2393	85.4	14.6
SCIENCE	14070	11980	2090	85.1	14.9
FOREIGN LANGUAGE	3244	2680	564	82.6	17.4
K-12					
READING	2828	2245	583	79.4	20.6
ART	8108	6558	1550	80.9	19.1
MUSIC	7110	5494	1616	77.3	22.7

Table 11. Core Academic Class data, by subject, and percent of classes taught by Highly Qualified Teachers (statewide). Supporting documents/data files are in Appendix 2.

Core Academic Class	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT
MUSIC	7110	5494	1616	77.3	22.7
READING	2828	2245	583	79.4	20.6
SOCIAL STUDIES	11829	9389	2440	79.4	20.6
ART	8108	6558	1550	80.9	19.1
FOREIGN LANGUAGE	3244	2680	564	82.6	17.4
LANGUAGE ARTS	6702	5587	1115	83.4	16.6

Table 12. Core academic classes exhibiting < 85% HQT. Supporting data are found in Appendix 2.

Even the core academic classes in Arkansas with the lowest percent of HQT all have greater than 77% of the classes taught by a highly qualified teachers. Therefore with 22.7% of the music classes being taught by non-highly qualified teachers, music is the course that is most “often” taught by non-highly qualified teachers in Arkansas. Reading and Social Studies are the second most “often” courses taught by non-highly qualified teachers in Arkansas with 79.4%

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2.1 Does the plan identify LEAs that have not met measurable objectives for HQT?

The Arkansas Department of Education requires all school districts to annually report all teachers and the individual content/grade level assignments. This information is submitted by school districts through the Arkansas Public School Computer Network's SIS Cycle #2 report, which is due on October 15th of each year. The information obtained is cross-matched with the ADE's teacher licensure database and identifies any teacher who is teaching outside his/her field of licensure.

The Standards Assurance Unit of the Arkansas Department of Education monitors school districts every year. Districts not in compliance with all standards, including those related to HQT and licensure, are issued a citation or are placed on probation. A list of schools not meeting standards is published by news media, state report cards and on the ADE website.

The ADE collected initial baseline data beginning with the 2005-2006 school year. Of the 263 districts (including charter schools) in the State of Arkansas during 2005-2006, it was determined that 223 had at least one teacher who was not highly qualified. Therefore, these districts did not meet the measurable objective of 100%. The HQT status on each LEA is provided in Appendix 1.

HQT Status	Total # school districts (263)	% HQT
# Reporting 100% HQT	40	15.2%
# Reporting <100% HQT	223	84.8%

Table 13. Number and percent of school districts reporting 100% HQT status. Supporting data are found in Appendix 1.

Only 40 of the state's 263 school districts (including charter schools) met the measurable objective of 100% HQT. It has been determined that some of the data submitted by a number of districts was inaccurate due to the method of data collection and entry. The ADE has put a mechanism in place in the state data collection system, which will prohibit districts from submitting their required reports without accurate information. In addition, ADE is providing technical assistance to districts in order to improve the accuracy of data input.

Yes, the data provided reflected that 15% of the LEAs in Arkansas had 100% of these classes taught by HQT. This does provide a challenge with another 85% of the LEAs who have not yet obtained the goal of 100%. However, with the emphasis and technical assistance offered this year to help teachers become highly qualified and the revisions in reporting and the collecting data which have been made, we are confident that the Arkansas's percentage of classes taught by HQT will "jump" this next year very close to the goal of 100% thus increase the number of LEAs who obtain 100%. As stated in the Introductory Statements on the top of page 7: 1) Arkansas is a testing state, 2) ninety-three (93) schools reported less than ten percent of their classes taught by HQT and 3) the fifty-five (55) school reporting zero percent of their classes taught by HQT, these facts and the corrections to items 2) and 3) will drastically enhance Arkansas in achieve the goal.

Arkansas has demonstrated a significantly high percentage of classes being taught by highly qualified teachers in poverty schools. There does appear to be, however, a lower percentage of highly qualified teachers in schools in need of academic improvement. In general, the percentage of classes being taught by highly qualified teachers is lower in school districts which have been in need of "school improvement" assistance for a longer period of time. The State continues to monitor this situation, and has taken several steps to ensure that schools that are in need of improvement do not have a higher percentage of teachers who are not highly qualified than do other schools. These steps include the Arkansas Department of Education being heavily engaged in technical assistance with these schools through the Arkansas Comprehensive School Improvement Plan (ACSIP). Embedded in these individual ACSIP plans are strategies for focused professional development. Also, the ADE will be requiring a scholastic audit of every school in year 3, 4, or 5 of School Improvement. Along with the scholastic audit, the ADE has selected a "turn-around" strategy, America's Choice, for implementation in all year 3, 4, and 5 School Improvement schools.

2.2 Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

The specific steps, which must be taken by an LEA, which has not obtained 100% HQT status for all teachers in core academic areas are:

- a. LEAs designate all teachers as HQT or non-HQT.
- b. LEAs report the HQT status of all teachers to the SEA.
- c. LEAs require all non-HQT in core academic areas to complete an Individual Plan to become HQT by the end of 2006-07 school year.
- d. LEAs assist teachers in becoming HQT by encouraging them to enroll in the courses or register for the Praxis exam.
- e. LEAs must request a waiver from the state for any non-HQT and out of area teacher to teach for the school year.
- f. The SEA will monitor all waiver requests.
- g. LEAs will complete the LEA plan for 100% HQT.
- h. The annual measurable objectives will be reviewed annually by SEA.

Each school district is required to submit a waiver request for any teacher assigned to teach outside of his/her licensure/subject area or grade level for a period of thirty days or longer. In addition, districts are required to notify the parents of children placed in classrooms of such teachers (Appendix 6). Arkansas Annotated Code § 6-17-309 (Act 1623 of 2001) requires parent notification, if a child is taught by a teacher who is not fully licensed in the area of the class being taught for more than 30 days. These procedures will be expanded beginning in the fall of 2006 to include parents being informed of any core academic class that is being taught by a teacher who is not highly qualified. ADE's Compliance Monitoring team schedules annual site visits to all Title I schools in Arkansas. During this visit the monitoring team reviews the documentation/evidence that parents were notified in a timely fashion of their teacher's HQT status.

The ADE has developed an Individual Teacher Plan, which is required for any teacher of a core academic class who is not highly qualified in that area. Each teacher not designated as highly qualified is required to submit and file this Individual Teacher Plan with the school district (Appendix 7).

In addition, each district is responsible for reviewing its data with regard to staff teaching outside of his/her licensure area. The Arkansas Department of Education will disseminate via Commissioner's Memo the template for the LEA plan (Appendix 8) to meet the measurable objective of 100% HQT, and will require these districts to complete and submit to the Standards Assurance Unit of the ADE their HQT plan. The district plan must be submitted to ADE by December 30, 2006. The plan will include action steps to be taken in order to ensure that all teachers meet highly qualified status by the end of the 2006-2007 school year. HQT plans will be approved and monitored by the Standards Assurance Unit.

2.3 Does the plan delineate specific steps the SEA will take to ensure that all LEA's have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

The District HQT plan will provide information on how it will meet the measurable objective of having 100% by the end of the 2006-2007 school year (Appendix 8 – LEA Plan for HQT template). The LEA plan will include the following requirements:

- a. Districts will review all personnel and determine the number of teachers who were granted waivers by the ADE to teach for a period of thirty days or longer.
- b. Districts will determine the issues or conditions that prevented the hiring of HQT personnel in these areas.
- c. The plan will include a list of individuals not meeting HQT status, the grade or subject taught.
- d. A plan of action for each of the individuals not meeting HQT status will be submitted outlining district support, strategies and timelines for completion of HQT status.
- e. Districts will also be required to provide specific actions ensuring that only those individuals who meet highly qualified status are hired in the future.

In May of 2005, ADE promulgated Rules Governing Highly Qualified Teachers. Any teacher who did not establish HQT status for core academic classes taught in the fall of 2005 would have, as a matter of procedure and in conjunction with his/her school administrator, developed a plan for establishing highly qualified status. As part of Arkansas' Title I and Title IIA pass-through-audits in the fall, the credentials and/or HQT documentation of those identified as non-HQT, will be reviewed. ADE will establish why they are non-HQT and determine what would be required for them to become HQT. The state will work with LEA/districts to assure that such teachers will follow the plan for becoming highly qualified in order to meet all requirements in a timely manner. Districts may seek permission to use Title IIA funds to assist staff in attaining HQT status.

The Arkansas Department of Education will monitor the LEAs' compliance with HQT plans through the Standards Assurance Accreditation / Compliance report. Arkansas' Quality Education Act, commonly referred to as the "Omnibus Act," (Act 1467 of 2003) empowers the state to monitor, audit and sanction districts that fail to adhere to the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The State Board of Education most recently revised the rules in January 2005. (The 2007 version of these rules will include the standards for highly qualified teachers.)

Arkansas' Quality Education (Omnibus) Act of 2003 gives ADE the responsibility for and the authority to:

- Develop state accreditation regulations and standards,
- Notify schools failing to meet accreditation standards,
- Place schools failing to meet accreditation standards on probationary status,
- Enforce state accreditation standards, and
- Publish and disseminate public notice concerning the status and schools and school districts with respect to meeting accreditation standards.

The Omnibus Act of 2003 also empowers the ADE to assume leadership of school districts (e.g., removal of the school board and superintendent) that fail to meet required educational standards.

Requirement 3: The revised plan must include information on the technical assistance programs, and services that the SEA will off to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified and the resources the LEAs will use to meet their HQT goals.

3.1 Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

Date	Technical Assistance	Recipients
July 2006	Presentation at AAEA Conference on HQT reporting and LEA plans	School/ District Administrators
July 2006	Presentation Displayed on the NCLB website for ADE	All Viewers
August 2006	Revision of the Course Code Listing on the ADE website	All ADE and School District Staff members
August 2006	Summary of Courses which require HQT status	All ADE and School District Staff members
September '06	Teleconference on Reporting HQT	Everyone, Filled to capacity
September '06	Presentation to the Service Cooperative Directors on how to assist Districts become 100% HQT	Co-Op Directors and Coordinators
September -- October 2006	Presentation to Superintendents and Building Level Principals on the Designation and Reporting of HQT to obtain 100% HQT	Superintendents, Principals, District and School Administrators, Coop Leaders
September '06	Letters to Selective Superintendents Districts, who reported last years that they had < 10% HQT in any school.	Superintendents of Selective School Districts
2004- ongoing	Communication via telephone calls, emails and any other inquiries regarding HQT	Everyone

Table 14. Technical assistance to LEAs.

To ensure that there is an equitable distribution and to ensure that, continually, more classes are taught by highly qualified teachers, representatives of the ADE have conducted summer meetings with school district administrators to share information regarding HQT. These meetings included a video conference to ensure that all procedures are followed with regard to establishing teachers' highly

qualified teacher (HQT) status and reporting of such. Follow-up meetings were held at Educational Cooperatives around the state in the fall of 2006 to ensure that all teachers have established HQT status properly and that all core academic classes are being taught by highly qualified teachers. Technical assistance will also include site visits at the request of individual districts.

The state is developing a student-teacher data management system that will make additional HQT data available. The state is currently able to identify teachers who are not HQT and has discovered that all core academic areas have some teachers who have not been designated as highly qualified. Henceforth, with a new data management system in place, annual data requirements will be met and data-driven decisions can be made to address any shortage areas for HQT that might exist.

Only through proper identification of teachers can the LEAs work with non-highly qualified teachers to become highly qualified. Therefore the state is providing data files to the LEAs to assist them in identifying whether or not teachers are highly qualified. These files will assist in rectifying any data errors and verifying those teachers who need assistance in becoming highly qualified. By the state providing the submitted data back to the local districts, LEAs will be able to better assess what plan of action they need to take.

3.2 Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

Beginning with the 2005-06 school year, it was legislated that all licensed teachers obtain at least 60 hours of professional development, annually. All districts set aside ten (10) days in the school calendars for this purpose. The Professional Development Rules, promulgated in July 2005, require disaggregation of student data to determine learning priorities and monitor progress leading to and sustaining continuous school improvement. Arkansas allocated \$18,504,792 to LEAs (See supporting data in Appendix 10.) through categorical funds for the specific purpose of funding required professional development activities. Beginning with the 2006-07 school year, all professional development activities must be approved by the state in order to ensure that the activities are designed to guide educator improvement by deepening content knowledge through research-based instructional strategies.

Arkansas places a high priority on providing professional development to schools that are in School Improvement. The Arkansas Department of Education has contracted with America's Choice to provide direct redesign services to those schools that are in year 3, 4 or 5 of School Improvement. America's Choice strategies are specific for elementary, middle and high schools.

America's Choice provides both on-site and off-site intensive training to teachers and administrators in standards-based research instruction, leadership and assessment. In addition, each school is assigned a cluster leader who meets each week with the school's identified leadership team to assess progress in redesign implementation.

In addition, the Arkansas Department of Education is in the process of training Scholastic Audit Teams. These teams, composed of teachers, university professors and school administrators will visit schools that are in year 3, 4 or 5 of School Improvement. A scholastic audit is a comprehensive review of the learning environment, organizational efficiency and academic performance of schools and districts. Audit findings will be used to determine the type and level of support necessary to continuously improve student academic performance in each school and district audited.

Act 106 of the Extraordinary Session of 2003, established the Education Renewal Zones (ERZ). The purpose of ERZs is to provide collaboration among the state's smaller schools and districts in order to achieve some of the advantages of economies of scale in providing educational related activities. ERZs will also maximize benefits and outcomes of public education by concentrating and coordinating the resources of Arkansas' higher education institutions, the expertise of the regional education service cooperatives and the technical assistance of other service providers to improve public school performance and student achievement. The ERZs will also help to enable small, rural, low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance curricula and professional development through two-way interactive learning environments. In selecting schools for participation, priority will be given to those schools that are in School Improvement or Alert Status for School Improvement under the Arkansas

compliance plan under NCLB, schools that are in academic distress and those that demonstrate an inability to hire and retain highly qualified teachers.

3.3 Does the plan include a description of programs and services the SEA will provide to assist teachers and LEA's in successfully meeting HQT goals?

The statewide system of support established by the ADE is multifaceted in providing services to assist LEAs in successfully reaching the HQT measurable objective of 100%. It includes a network of specialists in the areas of literacy, mathematics, science and special education whose purpose is to provide professional development to schools within the state to assist teachers in becoming highly effective. In addition, ADE has implemented STAR and TOP, programs to assist teachers in becoming highly qualified.

ArkansasIDEAS is an on-line professional development system. Arkansas has 15 educational cooperatives and has initiated a research-based, low-performing school turn-around model provided by America's Choice. These are described below.

- a) Network of specialists: This network includes 51 literacy specialists, 26 mathematics specialists, 10 science specialists and 50 special education specialists whose purpose is to provide professional development. These specialists deliver research-based professional development courses that have been developed by the ADE. In addition, the specialists provide customized professional development sessions based on school requests.
- b) ArkansasIDEAS, a partnership among ADE, PBS and Arkansas Educational Television Network allows AR educators to earn free professional development through an on-line system beginning in October of 2006. Teachers have access to a variety of activities including courses in the core curriculum areas. Each year the ADE will examine HQT data to ensure that teachers in need of earning credit toward becoming HQT will have access to courses in their academic area.
- c) Fifteen educational cooperatives provide technical assistance and professional development to those schools within the service area. In addition to the specialists listed above, the cooperatives employ personnel with expertise in a variety of other core academic areas.
- d) America's Choice has been selected by the ADE to work with schools in School Improvement years 3 and beyond. America's Choice was selected based on the program's research-based improvement process that is closely aligned with the professional development provided by the ADE through its Smart Start, Smart Step and Next Step Initiatives. A key feature of America's Choice design is focused professional development.
- e) State Teacher Assistance Resource (STAR) is a program providing funding whereby students may receive up to \$6,000 per year or a total of up to \$18,000 in scholarship money for a five-year education degree program. This program is available to students willing to teach mathematics, science, special education or foreign language, and/or willing to teach in a geographic area of Arkansas that has a critical shortage of teachers.
- f) Teacher Opportunity Program (TOP) is a dual licensure incentive program designed to provide loans to teachers who are returning to college to receive additional licensure in an area declared to be a critical shortage area by the Department of Education. The teacher must be currently employed as a classroom teacher in a public school in Arkansas and have been employed by the same school district for at least three (3) years immediately preceding application. The Arkansas Department

of Higher Education will forgive the loan if the recipient receives the additional licensure within three (3) years of first receiving funds under the program AND teaches or serves as a classroom teacher in an Arkansas public school district for three (3) continuous years immediately following receipt of the additional certification.

Network specialists and the low performing school model are partially funded with Title I and Title II funds.

The ADE has always utilized the expertise of our educational cooperatives and the network specialists to facilitate training / professional development, dissemination of information, adherence to local, state and federal law and rules promulgated as well as to assist in the collection of data for all Arkansas school districts. The recommendation from USDOE to engage these entities in these endeavors has already begun.

3.4 Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

At the present, with only one year of data, the plan is to support school districts and schools in achieving 100% HQT (Annual Measurable Objective). As additional data is collected in subsequent years ADE will target subgroups which demonstrate the need for particular attention. With the data entry safeguards to be implemented, more accurate data will assist with these decisions.



3.5 Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A, Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

ADE utilizes its \$125,000,000 in Title I, Part A funds in the following format: 1% for administrative costs and 4% to support schools in School Improvement through a contract with America's Choice at a cost of \$6 million dollars. The remaining 95% of Title I funds went to the LEAs to enhance their mathematics and literacy programs. LEAs may elect to support their teachers by paying the examination fees for Praxis exams and/or for tuition fees for coursework to become HQT.

The Title II-A funds, approximately \$27 million, are used primarily for professional development including funding the state's initiatives: Smart Start, Smart Step and Next Step. Title II-A funds are also used for the recruitment of HQT and to pay for class size reduction teachers in order to reduce the student-teacher ratio below the required standards thereby enhancing the achievement of at-risk children.

At the present time, Arkansas does not provide any additional title money to the Arkansas Department of Higher Education.

The state has appropriated a significant amount of state funds to help teachers become HQT through the National Board Professional Teaching Standards by providing financial assistance in subsidizing application fees, providing professional time to work on portfolios and providing training and assistance in completing the application and submission process. The state has also appropriated a stipend of \$5,000 per teacher, for each year of National Board Certification, for up to ten years. At the present time the state of Arkansas has 388 National Board Certified teachers. The state has determined that any teacher who qualifies for National Board Certification will be designated as HQT for that core academic area.

Table 15 reflects the state's support of the National Board for Professional Teaching Standards Program for the past few years.

	# State funded candidates	State funding for application fees	# NBCTs receiving bonus	Amount of annual bonus	State funding for NBCT bonuses	Total
1997	1	\$2,000	0	\$0	\$0	
1998	15	\$30,000	2	\$2,000	\$4,000	\$34,000
1999	45	\$78,000	12	\$2,000	\$24,000	\$102,000
2000	64	\$96,750	27	\$2,000	\$54,000	\$150,750
2001	106	\$227,700	63	\$2,000	\$126,000	\$353,700
2002	68	\$125,469	125	\$2,000	\$250,000	\$375,469
2003	107	\$246,100	180	\$3,000	\$540,000	\$786,100
2004	158	\$363,400	239	\$4,000	\$956,000	\$1,319,400
2005	198	\$455,400	368	\$5,000	\$1,840,000	\$2,295,400
TOTALS	1046	\$2,332,319	1,016		\$3,794,000	\$6,126,319

Table 15. Arkansas National Board for Professional Teaching Standards Support Program

3.6 Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

In previous years, the state allowed LEAs to apply for competitive grant funds for professional development to assist schools that did not make AYP. Beginning with the 2006-07 school year, the state has contracted with America's Choice to provide support and redesign training to all schools in year 3, 4 or 5 of School Improvement. America's Choice employs scientifically-based research strategies that are implemented school-wide with ongoing support. Through quality professional development, Arkansas teachers can become not only highly qualified but also highly effective.

Act 106 of the Extraordinary Session of 2003, established the Education Renewal Zones (ERZ). The purpose of ERZs is to provide collaboration among the state's smaller schools and districts in order to achieve some of the advantages of economies of scale in providing educational related activities. ERZs will also maximize benefits and outcomes of public education by concentrating and coordinating the resources of Arkansas' higher education institutions, the expertise of the regional education service cooperatives, and the technical assistance of other service providers to improve public school performance and student achievement. The ERZs will also help to enable small, rural, low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance curricula and professional development through two-way interactive learning environments. In selecting schools for participation, priority will be given to those schools that are in School Improvement or Alert Status for School Improvement under the Arkansas compliance plan under NCLB, schools that are in academic distress, and those that demonstrate an inability to hire and retain highly qualified teachers.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-2007 school year.

4.1 Does the plan indicate how the SEA will monitor LEA compliance with the LEAs HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

The Arkansas Department of Education will monitor the LEAs' compliance with HQT plans through the Standards Assurance Accreditation / Compliance report. Arkansas' Quality Education Act, commonly referred to as the "Omnibus Act," (Act 1467 of 2003) empowers the state to monitor, audit and sanction districts that fail to adhere to the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The State Board of Education most recently revised the rules in January 2005. (The 2007 version of these rules will include the standards for highly qualified teachers.)

Arkansas' Quality Education (Omnibus) Act of 2003 gives ADE the responsibility for and the authority to:

- Develop state accreditation regulations and standards,
- Notify schools failing to meet accreditation standards,
- Place schools failing to meet accreditation standards on probationary status,
- Enforce state accreditation standards, and
- Publish and disseminate public notice concerning the status and schools and school districts with respect to meeting accreditation standards.

The Omnibus Act of 2003 also empowers the ADE to assume leadership of school districts (e.g., removal of the school board and superintendent) that fail to meet required educational standards.

The Standards Unit also works with districts on the ACSIP plan. ACSIP Program Advisors will work with school districts to plan for assistance in helping teachers become HQT and improve student achievement.

4.2 Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

In May of 2005 ADE promulgated Rules Governing Highly Qualified Teachers. Any teacher who did not establish HQT status for the core academic classes taught in the fall of 2005 would have, as a matter of procedure and in conjunction with his or her school administrator, developed a plan for establishing highly qualified status. As part of Arkansas' Title I and Title II A pass-through-audits in the fall, the credentials and/or the HQT documentation of those identified, as non-highly qualified, will be reviewed. ADE will establish why they are non-highly qualified and determine what would be needed for them to become HQ. The state will work with LEAs/districts to assure that such teachers will follow the plan for becoming highly qualified in order to meet all requirements in a timely manner. Districts may seek permission to use Title II A funds to assist staff in attaining HQT status.

Arkansas has demonstrated a significantly high percentage of classes being taught by highly qualified teachers in poverty schools. There does appear to be, however, a lower percentage of highly qualified teachers in schools in need of academic improvement. In general, the percentage of classes being taught by highly qualified teachers is lower in school districts which have been in need of "school improvement" assistance for a longer period of time. The State continues to monitor this situation, and has taken several steps to ensure that schools that are in need of improvement do not have a higher percentage of teachers who are not highly qualified than do other schools. These steps include the Arkansas Department of Education being heavily engaged in technical assistance with these schools through the Arkansas Comprehensive School Improvement Plan (ACSIP). Embedded in these individual ACSIP plans are strategies for focused professional development. Also, the ADE will be requiring a scholastic audit of every school in year 3, 4, or 5 of School Improvement. Along with the scholastic audit, the ADE has selected a "turn-around" strategy, America's Choice, for implementation in all years 3, 4, and 5 School Improvement schools.

The Arkansas Department of Education is working diligently to ensure that all school districts and individual schools are informed of the process and procedure for designation and reporting the number of classes taught by HQT. The training and assistance that has been offered in the past six (6) months has been extensive and the ADE realizes that much of this should have been available to districts in previous years.

The table below lists some significant projects offered to LEAs:

Date	Technical Assistance	Recipients
July 2006	Presentation at AAEEA Conference on HQT reporting and LEA plans	School/ District Administrators
July 2006	Presentation Displayed on the NCLB website for ADE	All Viewers
August 2006	Revision of the Course Code Listing on the ADE website	All ADE and School District Staff members
August 2006	Summary of Courses which require HQT status	All ADE and School District Staff members
September '06	Teleconference on Reporting HQT	Everyone, Filled to capacity
September '06	Presentation to the Service Cooperative Directors on how to assist Districts become 100% HQT	Co-Op Directors and Coordinators
September – October 2006	Presentation to Superintendents and Building Level Principals on the Designation and Reporting of HQT to obtain 100% HQT	Superintendents, Principals, District and School Administrators, Coop Leaders
September '06	Letters to Selective Superintendents Districts, who reported last years that they had < 10% HQT in any school.	Superintendents of Selective School Districts
2004- ongoing	Communication via telephone calls, emails and any other inquiries regarding HQT	Everyone

Table 16. Technical assistance to LEAs.

4.3 Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- in the percentage of highly qualified teachers at each LEA and school; and**
- in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful teachers?**

The SEA will monitor whether the LEAs attain 100% HQT via data collection. The percent of HQT will be submitted annually through the Cycle 2 report by individual schools and districts. In the introductory statements there is an explanation of Arkansas' data collection and the improvements for the future. Professional development data, a minimum requirement of sixty (60) hours for each teacher per year in Arkansas, is submitted in the Cycle 1 report.

Data on participants in professional development, which was described in 3.2 and 3.3 of the plan, will become a critical component of the data warehouse in Arkansas. With this data Arkansas can track and evaluate the effectiveness of these professional development opportunities. This will be accomplished when the professional development is correlated to the performance of students in classes of teachers who participated in the evaluated professional development when compared to students whose teachers did not participate in the professional development. Data reports from the warehouse will help the state evaluate if the focused professional development has a positive impact on student performance. Professional development, which enhances students learning is evidence that the teachers are highly qualified and highly effective.

Arkansas has demonstrated a significantly high percentage of classes being taught by highly qualified teachers in poverty schools. There does appear to be, however, a lower percentage of highly qualified teachers in schools in need of academic improvement. In general, the percentage of classes being taught by highly qualified teachers is lower in school districts which have been in need of "school improvement" assistance for a longer period of time. The State continues to monitor this situation, and has taken several steps to ensure that schools that are in need of improvement do not have a higher percentage of teachers who are not highly qualified than do other schools. These steps include the Arkansas Department of Education being heavily engaged in technical assistance with these schools through the Arkansas Comprehensive School Improvement Plan (ACSIP). Embedded in these individual ACSIP plans are strategies for focused professional development. Also, the ADE will be requiring a scholastic audit of every school in year 3, 4, or 5 of School Improvement. Along with the scholastic audit, the ADE has selected a "turn-around" strategy, America's Choice, for implementation in all year 3, 4, and 5 School Improvement schools.

4.4 Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

The Arkansas Department of Education will assist and monitor the LEAs compliance with HQT plan through the Standards Assurance Accreditation / Compliance report. The Arkansas Quality Education Act, referred to as the “Omnibus Act” (Act 1467 of 2003) empowers the state to monitor, audit and sanction districts that fail to adhere to the Rules Governing Standards for Accreditation of Arkansas Public Schools and most recently revised by the State Board of Education in January 2005. (The 2007 version of these Rules will include the Standards for HQT.)

Arkansas’ Quality Education (Omnibus) Act of 2003 gives ADE the responsibility for and the authority to:

- Develop state accreditation regulations and standards,
- Notify schools failing to meet accreditation standards,
- Place schools failing to meet accreditation standards on probationary status,
- Enforce state accreditation standards, and
- Publish and disseminate public notice concerning the status and schools and school districts with respect to meeting accreditation standards.

The Omnibus Act of 2003 empowers the ADE to assume leadership of school districts (e.g., removal of the school board and superintendent) that fail to meet required educational standards.

In the 2007-08 school year, the Rules Governing the Standards Accreditation Unit will recognize HQT and the percent of classes taught by HQT as an objective that will carry sanctions in the school’s and district’s accreditation reports. Schools are reported as accredited, accredited-cited or placed on probation. This information is made public on the state and district report cards. In addition, the ACSIP unit, affiliated with Standards Accreditation, will continue their work with schools in School Improvement to ensure that high poverty, high minority children have equitable access to experienced, highly qualified and highly effective teachers.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

5.1 Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-2006 school year?

During the 2006-07 school year all veteran teachers employed in Arkansas Public Schools who are unable to be designated as highly qualified status via examination of the content knowledge or by having a major in the core academic subject area will be permitted to complete the ARHOSSE process for areas which they failed to designate during the 2005-06 school year.

5.2 Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-2006 school year, except in the following situations:

- a. multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or**
- b. multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the same time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire**

Arkansas plans to continue using the ARHOUSSSE document on a very limited basis for the next three to five years. Listed below are examples of situations in which the use of ARHOUSSSE will be necessary in Arkansas:

- a. Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use ARHOUSSSE to demonstrate competence in additional subjects within three years of the date of hire; or
- b. Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the same time of hire, may use ARHOUSSSE to demonstrate competence in additional subjects within two years of the date of hire; or
- or
- c. Retired teachers returning to the work force who were not designated as HQT in previous years; or
- d. Teachers who are veteran teachers from the private school or collegiate level who are hired as public school teachers and were not designated as HQT in previous years.
- e. Teachers returning to the teaching profession from another profession, i.e. business, homemaker, etc.

As Arkansas phases out the use of ARHOUSSSE document, the situations outlined in c, d and e above, will be utilized to designated HQT status for teachers who are not currently in the workforce.

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

6.1 Does the revised plan include a written equity plan?

Yes, Arkansas has a written equity plan. Arkansas' Equity Plan is Appendix 13.

6.2 Does the plan identify where inequities in teacher assignment exist?

Table 17 presents four-year of longitudinal data regarding the numbers of waivers approved and issued by the Arkansas Department of Education for teachers teaching out-of-field in core academic classes only. These data represent teachers who are licensed but are assigned to teach a subject for which they are not licensed. The data shows there are an increasing number of waivers requested around the state. An analysis of the waiver data reflects that most waivers are being requested in the more densely populated regions of the state (Northwest and Central Arkansas regions). While the Delta region has requested waivers, it is not at the same ratio as those in the more populated school districts. Appendix 14 contains a state distribution of waivers by district.

Teaching Area	# of Waivers 02-03	# of Waivers 03-04	# of Waivers 04-05	# of Waivers 05-06	Totals
Art	6	11	19	58	94
English	24	26	36	22	108
Foreign Language	26	28	21	19	94
Life Earth Science	9	25	25	25	84
Mathematics	30	39	47	38	154
Middle School	1	10	34	49	94
Music	14	18	20	31	83
P-4	16	26	26	16	84
Physical Earth Science	24	14	29	37	104
Reading	5	5	4	6	20
Social Studies	26	39	56	36	157
Total	181	241	317	337	1076

Table 17 Numbers of waivers per year (02-03 to 05-06) in core academic areas. Supporting data is found in Appendix 14.

The data in the tables below reflect that the percent of HQT teachers in Arkansas' high and low minority school districts has a difference of only 1.2%. Similarly, Arkansas' high and low poverty school districts only have a difference of 1.4%. In both tables the number of years of experience of teachers in both high and low minority and poverty school districts is at most only 1.4 years less than the state average.

The following two tables present information that has been presented previously in this plan regarding poverty and minority in Arkansas school districts.

Category	% non-White	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT	Avg. yrs exp
Low minority (Lowest 25%)	0.0% to 3.8%	66	64,692	13,581	11,563	2,018	85.1	14.9	12.2
High minority (Highest 25%)	37.1% to 99.8%	67	195,783	37,786	32,622	5,164	86.3	13.7	12.6

Table 18. District HQT and average years of teacher experience data disaggregated by minority population (263 total districts). Supporting data are found in Appendix 1.

There are no apparent inequities between the percent of HQT or the number of years of experience in the high and low minority schools.

Category	% FRL*	n	Student Enrollment	# Classes requiring HQT	# Classes taught by HQT	# Classes taught by non-HQT	% Classes taught by HQT	% Classes taught by non-HQT	Avg. yrs exp
Low poverty (Lowest 25%)	0.0% to 47.4%	66	135,250	26,134	22,082	4,052	84.5	15.5	11.6
High poverty (Highest 25%)	67.9% to 100%	66	77,318	16,292	14,000	2,292	85.9	14.1	11.7

Table 19. District HQT and average years of teacher experience data disaggregated by poverty level (out of 263 total districts). [FRL – free and reduced-priced lunch] Supporting data are found in Appendix 1.

There are no apparent inequities between the percent of HQT or the number of years of experience in the high and low poverty schools.

6.3 Does the plan delineate specific strategies for addressing inequities in teacher assignment?

While the ADE is not responsible for the individual hiring practices of the local schools, assistance is provided to ensure that districts are able to hire HQT and highly effective teachers. A number of the strategies that Arkansas is using to attract and retain teachers in high need schools include Troops to Teachers, Teach for America, and the Non-Traditional Licensure Program. These and other major strategies, programs and resources can be found in Appendix 11.

6.4 Does the plan provide evidence for the probable success of the strategies it includes?

Arkansas' plan provides probable evidence of success for the strategies included as evidenced by the fact that there are no inequities among high minority school districts, high poverty school districts or schools on any level of School Improvement. For a first-year data pull, Arkansas' percentage of classes taught by HQT is at 84.8%. The state is confident that with improved data collection and reporting and the fact that Arkansas is a testing state for licensure in the content areas, the goal of attaining a higher percentage of HQT will be greatly improved as Arkansas continues to progress toward the 100% goal.

At the end of the 07-08 school year, having obtained and disaggregated three (3) years of data by teachers, schools, districts and state-wide, these strategies will be revisited, re-evaluated and re-prioritized to ensure the success of Arkansas' measurable objective.

6.5 Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs and how this will be done?

The Arkansas Department of Education annually monitors school districts through the Standards Accreditation and Assurance monitoring visits. In that visit, ADE ensures that all teachers are fully licensed in all core academic areas for which instruction is offered.

Beginning with the 2006-07 school year, the HQT status of teachers teaching in core academic subjects will be monitored and the percent of classes taught by highly qualified teachers will be reviewed to determine if schools and districts have met the measurable objectives.

In the 2007-08 school year, the Rules Governing the Standards Accreditation Unit will recognize HQT and the percent of classes taught by HQT as an objective that will carry sanctions in the schools' and districts' accreditation reports. Schools are reported as

accredited, accredited-cited or placed on probation. This information is made public on the state and district report cards. In addition, the ACSIP unit, affiliated with Standards Accreditation, will continue working with schools in School Improvement to ensure that high poverty, high minority children have equitable access to experienced, highly qualified and highly effective teachers.

A future plan of the state, with a target implementation date of the 2007-08 school year, is that the new data warehouse will enable the ADE to conduct a mobility study of teachers. This information may isolate and identify problems and issues that relate to teacher mobility as it applies to reasons that teachers leave employment in hard-to-staff schools.

ARKANSAS' EQUITY PLAN

Arkansas has many legislative and research projects that are working to ensure poor or minority children are not taught by inexperienced teachers or out of field teachers at higher rates than other children.

The resources, which the state has identified to ensure that there is equity in Arkansas' public schools, are: 1) Facilities, 2) Salaries and 3) Teacher Shortage. These are addressed below.

1. Facilities- Under the Continuing Adequacy Evaluation Act of 2004 Arkansas Annotated Code § 10-3-2101 the General Assembly committed to make biennial assessments of the concepts of "adequacy" as it pertains to public school education. The facilities in which a public school education is delivered are a part of that concept. Since that time approximately \$399 million has been appropriated to improve school facilities in Arkansas' two hundred forty-five (245) school districts (excluding charter schools). Projects will be funded on need. As of the date of this report all projects meeting the criteria, as defined in the law, have been funded.
2. Salaries
 - a. In 2004 the Arkansas Supreme Court ruled in the Lakeview School District vs Huckabee (Arkansas Governor) case that Arkansas did not have a suitable and efficient funding system of public education for its students. Arkansas legislators declared that it is the duty of the state of Arkansas to provide a general, suitable, and efficient system of free public schools to the children of the state under Arkansas Constitution Article 14. The General Assembly is obligated to ensure the provisions of an adequate and equitable system of education. Therefore in the 85th General Assembly, in the First Extraordinary Session of 2006, legislators implemented revisions to Arkansas laws. Those revisions to the laws included the Minimum Teacher Compensation Schedule, funding provided under the public school funding act of 2003, and a clarification of the nine percent (9%) foundation funding for maintenance, repair and renovation to all public school facilities.
 - b. During the 2003 Second Extraordinary Session of the Arkansas Legislature, Acts 59 and 74 were approved and became Arkansas Code Annotated §6-17-2403, or the Minimum Teacher Compensation Schedule. The legislation established a minimum base salary for beginning teachers, a minimum annual increment, a minimum salary for teachers with a Master's Degree, a requirement that teachers receive credit for his or her total years of experience if they maintain a valid Arkansas license and the requirement that teachers be compensated for any additional days of work at their daily rate of pay (DRP). This minimum teacher salary schedule has been modified periodically to establish a more competitive minimum salary. As recently as January 2006, Act 19 of

the 1st Extraordinary Session in 2006 subtitled “The Educational Adequacy Act of 2006” was passed. As a result and beginning with the 2006-07 school year the minimum salary for teachers with a Bachelor’s Degree is \$28,611 and \$32,902 for beginning teachers with a Master’s Degree.

- c. Act 57 of the Secondary Extraordinary Session in 2003 determined what is needed to fund an adequate education opportunity for children in Arkansas. Beginning with the 2004-05 school year, a report from the consultant group Oden-Picus determined that districts should be funded at the rate of \$5400 per pupil. For the next biennium, the legislators conducted a self-study and determined that the funding rate per pupil should be increased as indicated in the table below. Every two years the funding ratio is recalibrated for the next biennium. At this time a recalibration study has been presented by Picus and Associates to the legislators and those figures will be voted on in the next regular assembly. In the Adequacy Study presented last month they presented findings regarding both salary and staffing needs. The recommended funding for the 2006-07 and the 2007-08 school year was made in order to maintain adequacy after the Lakeview hearing. As a result of amending the state’s funding formula all school districts are funded equitably.

School Year	2004-05	2005-06	2006-07	2007-08	2008-09
Per Pupil Funding	\$5400	\$5528	\$5662	Not set	Not set

Table 1. State equalization funding per pupil.

- d. The Arkansas Teacher Housing Development Act was passed during the 84th General Assembly second Extraordinary Session in 2003. As part of this act an Arkansas Teacher Housing Development Board was created and only after the passing of Act 2004 of 2005 were funds appropriated to fund the positions of Director and Administrative Assistant as well as the funding the office. During the 2005-06 school year staff positions were filled and the staff has begun working with community leaders to organize and develop this housing program. The office is in its organizational phase and has as its mission identification of reasonably priced housing for highly qualified and experienced teachers to relocate to hard-to-staff areas of the state, particularly the Delta region of Arkansas.

- 3. Teacher Shortage
 - a. In August of 2006, the Bureau of Legislative Research submitted a report to the Joint Education Committee in which it was stated that Arkansas does not have a teacher shortage problem, but a “sorting problem”. In other words the demographics of where the teachers looking for employment are located is different than where the

job openings exist. The Arkansas Department of Education has been working via the other initiatives in this section to assist school districts in locating highly qualified teachers. Economic development and housing are both issues that need to be addressed in order for teachers to relocate in the Delta and Southeastern quadrant of the state. The plan includes continued dialogue with business and school leaders in this region as well as the Arkansas Office of Economic Development and the Arkansas Department of Higher Education.

- b. Equity Assistance Center (EAC) - Arkansas annotated code § 6-17-1902 established an Equity Assistance Center at the Arkansas Department of Education. The center is to provide technical assistance to school districts in developing a recruitment plan.
- c. District Minority Recruitment Plans – Beginning in the 1992-93 school year, each school district in the state with more than five percent (5%) minority student population was required to prepare a minority teacher and administrator recruitment plan and file annually with the Equity Assistance Center (EAC) of the Arkansas Department of Education pursuant to Arkansas Annotated Code §6-17-1901. In 2005-06 there were ninety-four (94) school districts in the state with 95% or more white students who were not required to submit a Minority Teacher and Administrator Recruitment Plan.
- d. During the 2006-07 school year the Arkansas Department of Education entered into a Memorandum of Understanding with the Teach For America Corporation (TFA) to assist the state in staffing teachers in the Delta Region. Arkansas has been a partner with TFA for the past sixteen (16) years. During the first nine (9) years the number of TFA teachers in the state ranged from three (3) to twenty-two (22). As outlined in the table below that number has grown. For the past six (6) years the number of Highly Qualified teachers employed in Arkansas through annual contracts with TFA is substantially higher as illustrated:

Year	00-01	01-02	02-03	03-04	04-05	05-06	06-07
1 st Yr	11	18	38	24	38	39	39
2 nd Yr	10	11	18	29	24	37	33
Total in AR	21	29	56	54	62	76	72

Table 2. Longitudinal data on Teach For America teachers in schools in the Arkansas Delta.

The state believes this growth in highly qualified teachers in the Delta region is an asset to the state and evidence of efforts to bring equity to students in this geographic region.

- e) In 2003 Act 101 of the Arkansas legislation established a High Priority Districts Bonus Incentives (A.A.C. § 6-17-811) which provided the state with a three (3) year pilot program. In this program teachers were offered \$10,000 as a recruitment and retention bonus to teach in one of the eleven (11) school districts, which were designated as high-needs districts. These teachers would receive \$4000 the first year and \$3000 for the second and third years. Teachers who were currently employed in the District received an annual \$2000 bonus. If the teachers voluntarily chose not to return to the school the following school year they were required to repay the bonus. The state has committed over two and one half million dollars through this bonus incentive program to recruit teachers in high-priority districts. Table 13 illustrates the number of teachers who benefited from this program. Appendix 8 contains the supporting documentation.

Years	# of New Teachers	# of Current Teachers	\$ Distributed
2004-05	127	423	\$1,282,000
2005-06	90	414	\$1,257,558
2006-07	Unknown at this time	Unknown at this time	Unknown at this time

Table 3. Distribution of the high-priority district bonus incentives.

- f) The Office of Teacher Recruitment and Retention is a program within the ADE designed to address a shortage of teachers in Arkansas, increase the pipeline of potential teachers and inform persons interested in careers in education of available incentives for those who will work in high demand areas. A draft of the long range plan for this office is attached to the Equity Plan.
- g) The Troops to Teachers (TTT) program in Arkansas is working hand-in-hand with the Office of Teacher Recruitment and Retention. The Department in the spring 2006 employed the new program advisor to ensure that this program reaches its full potential. The goal for 2006-07 is to recruit twenty (20) new teachers for Arkansas schools and has since entered into a Memorandum of Understanding with the Dantes Troops to Teachers program. The teachers hired through TTT will all be highly qualified since they are required to successfully pass the content knowledge Praxis examination for their licensure area.
- h) During the 2005-06 school year the Arkansas Department of Higher Education (ADHE) implemented the Teacher Opportunity Program (TOP) pursuant to A.A.C. § 6-81-610. In addition, the legislation also appropriated two million dollars a year to fund this project. The maximum a teacher can receive is \$3000

per year (\$2000 from the ADHE and \$1000 from the local school districts). This dual licensure incentive program is designed to provide loans to teachers who are returning to college to receive an additional licensure in a subject matter declared to be a shortage area by the Arkansas Department of Education. The teacher must be currently employed as a classroom teacher in a public school in Arkansas and have been employed by the same district for at least three (3) years immediately preceding the application. The Arkansas Department of Higher Education will forgive the loan if the recipient receives the additional licensure area within three (3) years of first receiving funds under the program AND teaches or serves as a classroom teacher in an Arkansas public school district for three (3) continuous years immediately following receipt of the additional licensure area. As evidence from the chart below, this new program needs to be advertised more extensively to assist teachers in obtaining full licensure and in many cases highly qualified status as they increase their content knowledge.

Year	Number of teachers participating in TOP
2005-06	17
2006-07	17 (and others are still being processed)

Table 4. Number of teachers participating in TOP

- i) Since 2004 Arkansas has maintained a partnership with Teachers-Teachers.com to assist local school districts and the state in the recruitment of teachers and administrators for any school district in Arkansas. The table below illustrates the number of unique “hits” on the Arkansas site. The utilization of the on line application system makes applications and job announcements a viable part of the state’s equity plan. Some statistics to show the impact of this program in the state:
- 333 registered Arkansas users (Districts, Co-Op, ADE, DOC)
 - 2,857 new candidates names were added to the prospect lists in all subject areas
 - 588 candidate names were added for special education.
 - 997 jobs were posted in all subject areas
 - 195 jobs were posted in special education
 - 201,914 emails sent by school district to candidates
 - 6,618 “unique” candidates viewed at least one Arkansas job posting
 - 710 “unique” candidates viewed at least one special education job posting
 - At the end of the 1st year of the school districts which reported, they stated that 23% of their hires utilized Teachers-Teachers.Com

- 92% of these candidates were NOT Arkansas teachers during the previous (2004-05) school year.

This last statistic is impressive. This is recruitment and not mere shuffling of existing Arkansas teachers. The state is hoping that through this continued partnership, it will have mobility data to enter into the warehouse of our Comprehensive Data Plan to assist all school districts in their recruitment efforts.

ADE Recruitment & Retention Policy Proposal 2006-2010

Contents

1. Task Force
2. Diversity Recruitment
3. Foundations
4. Grow Your Own
5. IHE Recruitment
6. National Recruitment
7. Non-Traditional Licensure Recruitment
8. Not Teaching
9. Out In Front
10. Southeast Arkansas Education Forum
11. Time

ADVISORY COMMITTEE/TASK FORCE

I. Apply for a grant to fund a model state-wide teacher recruitment center

- a. New grants will be posted in December on DOE website
- b. Research foundation grants

II. Develop a sub-committee for each area of Recruitment

- a. Out In Front – district training model
- b. Diversity Recruitment
- c. National Recruitment
- d. Grow Your Own
 - High school/middle school students
 - District classified staff
 - Community
- e. Pathways to Teaching Recruitment – January
- f. Southeast Education Forums – February/November
- g. Educators Career Fair - May
- h. Foundations – data structures, collection and reporting
- i. Non-Traditional Licensure Recruitment
- j. IHE Recruitment
- k. Scholarship program for those who teach in shortage areas
- l. Recruiting licensed-but-not-teaching

DIVERSITY RECRUITMENT

I. In State

- a. Collaboration with IHEs to recruit underrepresented minorities into education
- b. Resources
 - Schools of Education/AAT programs
 - Office of Minority Affairs
 - TRIOs programs
 - Career Centers
- c. Districts (see GYO)
 - Expand Teachers of Tomorrow clubs - Orientation to Teaching programs
 - Target minority non-licensed staff
- d. Community
 - Market teaching as a profession and financial aid incentives
 - VI. Newspapers
 - VII. PSAs on radio and TV
 - VIII. Develop a Diversity Recruitment presentation for:
 - Churches
 - Minority organizations
 - IHEs
- e. Identify organizations and effective means of communication with minority groups

II. National Minority Recruitment

- f. Develop a recruitment packet targeting minorities
- g. Identify national minority organizations and colleges
- h. Attend select teacher fairs/job fairs
- i. Post vacancies on minority organizations websites
 - National Urban League Young Professionals
 - National Black MBA Association
 - Other(s)

Identify and target states with minority populations with high percentages of college graduates

- California
- Arizona,
- Texas

III. Troops to Teachers

- j. Collaborate with TTT to target minority military who will teach in high need areas
- k. Market Arkansas to international TTT candidates
- l. Recruitment packets
 - TTT candidates
 - Military who do not qualify for TTT but can receive financial aid to teach in high need areas

FOUNDATIONS

I. **Data Structure**

- a. Systematically collect, compile and coordinate data for decision making purposes.
- b. Compile a database of information to:
 - Allow Recruitment to speak knowledgeably on the state of the education workforce
 - Identify trends in recruiting, hiring and retention
- c. Generate reports
 - www.teacharkansas.org
 - Newsletter
 - Database of current teachers
 - Track NTL teachers
 - Designated shortage areas
 - Issues affecting recruitment
 1. Minority teachers
 2. Recruitment pool
 3. New graduates
 4. Atl cert routes
 5. Out-of-state
 6. Returning
 7. Numbers of persons entering & leaving teaching
 8. High need schools
 9. Waivers
 10. Benchmark scores
 11. AYP
- d. Establish contact with the state's educators via newsletter, email system
- e. Produce a Supply & Demand report based on data and scientific analysis rather than surveys and approximation counts.

II. **Teacharkansas.org**

- a. Develop an online recruitment tool to provide
- b. Distribution of information to
 - HS Students interested in teaching
 - Career Changers
 - Education Students
 - Out-of-State Teachers
 - TTT

III. **Newsletter**

- a. Quarterly
- b. Publish current issues related to recruitment
- c. Praxis test dates
- d. NTL information
- e. TTT activities
- f. Job Fair schedules
- g. Event dates

- h. Distribute to IHEs, high schools, community
- i. PDF on website

IV. Recruitment Packets

- a. Brochure
- b. Newsletter
- c. Promo items
- d. DVD
- e. Mail to out-of-state potential teachers
- f. Distribute at job fairs

V. SPSS

- m. Online surveys
 - Current education workforce
 - Those w/educ degrees/license not teaching
- n. Identify trends - In 5 years
 - What subjects will have shortages?
 - What geographic regions will have shortages?
 - How many are leaving education (not retiring)?
 - How many teachers will be eligible to retire?
 - What will entice those licensed-but-not-teaching to return?
 - What programs will be effective in meeting the future need for teachers?

VI. Online Registrations for Events

- a. www.teacharkansas.org
- b. Attendees
 - Pre-registration online
 - Demographics/questionnaire
 - Number of hits
 - Number of anticipated attendees
 - INA provides us with a spreadsheet of pre-registered attendees
- o. Exhibitors
 - Electronic registration generates confirmation email
 - Registrations automatically entered into spreadsheet
- p. Resources
 - Lisa McKenzie
 - INA
 - ADE Communications
- q. Enables us to “track” and identify characteristics of attendees for different events
- r. Enables us to access productivity of each event
 - Determine “new hires” for SY 07-08
 - Cross reference attendees names with list of new hires

- Email attendees in Fall 07 to determine if they are teaching as a result of attending the event

VII. Tracking Recruitment Productivity

- b. Gather attendee names and contact information and request a self-report on effectiveness of ADE Recruitment for
 - Any NTL event or information session
 - Southeast Education Forums
 - IHE Recruitment
- c. Districts can report on participants/new hires for
 - Grow Your Own programs
 - District Recruitment Trainings
- d. Survey all new hires in the state to determine participation in ADE Recruitment activities throughout the year
 - NTLs can be tracked from the Pathways pre-registration and cross referenced with the list of 1st year NTL teachers in 07-08
 - IHE recruitment effectiveness can be tracked by sign-in sheets cross referenced with Professional Licensure and the new hires list
 - Above programs plus National Recruitment, Diversity Recruitment and Retired/Not Teaching programs can be judged by surveying all new hires in the state.
 - Identify state new hires
 - Cross the 05-06 list of current teachers with the 06-07 list
 - Send a survey
 - Teachers self-report
 - How teachers heard of the vacancy
 - How the teachers found their new teaching position

VIII. Structure/Resources

a. Advisory Committee/Task Force

Co-ops

- Establish a Recruitment person for each ESC
- Establish a Recruiter for each district

ESC recruitment person to function as a liaison for districts and ADE Recruitment

Recruitment trainings to be conducted for districts by ADE Recruitment at the ESC locations

Recruiters receive professional development hours for attending workshops

Strand on Recruitment to be included in Administrator Licensure

ADE Recruitment to present recruitment sessions at ArkASPA/AAEA events

ADE Recruitment staff to become members of ArkASPA

Hire strong district recruiters to present on workshop topics at 2-day training (Brenda Sellers, Robert Robinson, etc.)

Reports/Resources/Information Dissemination

Annual teacher survey each spring 07, 08, 09

Build data base of existing teacher data from APSCAN

Summer/fall of 2010 begin organization of data for reporting purposes

Purpose:

- Identify major issues impacting Teacher Recruitment & Retention in Arkansas
 - Future programs/policy/decisions based on research
- Continue to provide information to STEM Coalition
- Recruitment of math/science teachers
 - Recruitment of teachers into AP math/science programs

GROW YOUR OWN

Programs

I. High School Orientation to Teaching

- a. Establish Orientation to Teaching programs as curriculum in each district
- b. Develop Teachers of Tomorrow and Future Educators of America into Orientation to Teaching programs
- c. Collaborate with Workforce Education
 - Funding needed to expand pilot program
 - Incorporate mock-Praxis tests into curriculum
 - Articulate concurrent enrollment w/local Community College to allow students to graduate HS with college credit hours
- d. Target underrepresented minorities
- e. Proposed components
 - 10th – 12th grade students
 - Home District personnel
 1. Lead Teacher
 2. Counselor
 3. Partner & Practicum Teachers
 4. District Recruiter
 - Community College & University personnel
 1. AAT Instructor
 2. Intro to Educ Instructor
 3. Admin Counselor
 4. Trios Coordinator
 5. Minority Programs Coordinator
- b. Overview
 - Students are encouraged to substitute teach and intern teach in the home district and return as teacher of record upon graduation
 - Lead Teacher recruits student into the program
 - Partner & Practicum Teachers nurture students, form relationships that encourage students complete an education degree and return to teach in the district
 - Counselor ensures student takes applicable college readiness courses
 - Lead Teacher and Counselor are liaison to college personnel and assist student in college application and enrollment process.
 - College Educ Instructors, Counselor and Trios/Minority Programs Coordinators work closely with students to ensure retention and matriculation process.

- District Recruiter keeps up with students while in Educ program of study and recruits them to intern and return to the district.

II. District In-House Recruitment

- a. Substitutes
- b. Teacher aides
- c. Paraprofessionals
- d. District staff who indicate an interest in teaching.
- e. Persons with a bachelor's degree need information on:
 - NTL Stipend for high needs areas
 - MAT programs
 - Financial Aid
- f. Persons with an AA degree need information on:
 - Education degrees
 - Financial Aid
 1. STAR program
 2. Federal loan reimbursement
 3. Pell Grant
- g. Persons with a HS diploma need information on:
 - Community College AAT programs
 - University Education Degrees
 - Financial Aid
 1. STAR program
 2. Federal loan reimbursement
 3. Pell Grants
- h. All need information on the perks of teaching:
 - AR Housing Development Foundation
 - Special Education Mentor program
 - NBCT
 - Community perks
 - Etc.
- i. Present information at orientation meetings for subs, aides & paras
 - Presented by ADE Recruitment
 - Materials prepared by Recruitment for districts to conduct presentations for their staff
 - Staff meeting to inform teachers of perks & financial aid so they can share with others.

III. Community Recruitment

- a. Target community members with an interest in teaching
- b. Persons with a bachelor's degree need information on:
 - NTL Stipend for high needs areas
 - MAT programs
 - Financial Aid
- c. Persons with an AA degree need information on:
 - Education degrees

- Financial Aid
 1. STAR program
 2. Federal loan reimbursement
 3. Pell Grant
- d. Persons with a HS diploma need information on:
 - Community College AAT programs
 - University Education Degrees
 - Financial Aid
 1. STAR program
 2. Federal loan reimbursement
 3. Pell Grants
- e. All need information on the perks of teaching:
 - AR Housing Development Foundation
 - Special Education Mentor program
 - NBCT
 - Community perks
 - Etc.
- f. Presentations
 - Community Open House
 1. Local church and business sponsors
 2. Invite the community to visit the school buildings
 3. Can be in conjunction with the first football game
 4. Offer drinks/snacks/promo items
 5. Have Orientation to Teaching program members decorate
 6. Ball players, cheerleaders and band members in uniform
 7. Special t-shirts or badges for school staff
 8. Invite the media and have a press packet on the need for teachers
 - Churches & Civic Clubs
 9. PowerPoint with flyers to be presented to Sunday Schools and Civic meetings
 10. Ask Sunday Schools and Civic Groups to help distribute info to community
 - Military Offices
 11. Teaching schedule is a good match with Guard & Reservists lifestyles
 12. Many who want to teach don't qualify for TTT

IHE ON-CAMPUS RECRUITMENT

- I. Attend university and community college job fairs to actively recruit:
 - a. Sophomores & Freshmen into education
 - b. Education students into high need areas
 - c. Non-education students into NTL or MAT programs
 - d. Inform on Incentives and Perks
 - Financial aid for teaching in high need areas
 - NBPTS
 - ATHDF
 - Professional development opportunities
 - Teachers-Teachers.com
- II. Presentations/Information Sessions
 - a. The need for teachers in high need subjects and districts
 - b. State and federal loan forgiveness programs
 - c. Incentives
- III. Organize presentation audiences with:
 - a. Career Center
 - b. School of Education/AAT program director
 - c. Minority Student Center
 - d. TRIOs program director
- IV. Distribute literature and DVDs on becoming a teacher in high need areas
 - a. In Student Center
 - b. Career Center
 - c. Minority Student Center
 - d. Etc.
- V. Ads on becoming a teacher in high need areas
 - a. Campus Newspaper
 - b. Campus Radio station
 - c. Campus TV station
- VI. Facilitate on-campus visits of district recruiters
 - a. Mock interviews
 - b. Classroom presentations
 - Superintendent/recruiter to speak to students on poverty/diversity
 - Coordinate with curriculum – Ruby Payne chapters
 - c. Welcome Back or Holiday event
 - Sponsor on-campus meet & greet with educ students and districts
 - Provides a venue for districts to
 1. Invite students to intern in their schools
 2. Establish relationships to recruit
 - Cokes & snacks
 - Contact information and promo items from districts

NATIONAL RECRUITMENT

- I. Identify states with surpluses of teachers to be recruited to fill shortage areas
 - a. Reciprocity issues
 - INCATE
 - Praxis cut scores
 - b. Target diversity & shortage subjects/geographic areas
- II. Research resources
 - a. Utilize Teachers-Teachers.com
 - b. Research national recruitment websites
 - Recruiting New Teachers
 - Teachers Support Network
 - Other(s)
- III. Develop a marketing strategy
 - a. Newspaper classified ads
 - b. Websites
 - c. College newspapers/magazines
 - d. College radio/TV stations
 - :30 video
 - :30 audio
- IV. Communication
 - a. 800 phone line
 - b. Email: teacharkansas@arkansas.gov
 - c. Mailings to college schools of educ and career centers
 - Brochure
 - Mini-DVD
- V. Attend select out-of-state Teacher Fairs
- VI. Train districts on *National Recruitment* (see *Out In Front and Diversity Recruitment*)

NTL RECRUITMENT

*Program Units***I. Pathways to Teaching Statewide Annual Recruitment Event (January 27, 2007)**

- A NTL Information Sessions
 - 1 The need for teachers in shortage subject & geographic areas
 - 2 Benefits of teaching in AR shortage areas
 - 3 Overview of the application process and 2-year program
- B Colleges & universities with education preparation programs
 - 1 BA
 - 2 MA
 - 3 PhD
 - 4 EdD
 - 5 MAT
- C Education organizations
 - 1 ADE programs (SpEd, ESL, Prof Lic, TTT, etc.)
 - 2 AR Teaching Housing
 - 3 ADHE Financial Aid
 - 4 Education organizations

II. NTL Interview Workshops

- A Held in June between Orientation and 1st Instructional Modules
- B One-day forum for NTLs not working
- C Register on line and at Orientation
 - 1 www.teacharkansas.org will house online registration
 - 2 All NTLs will be contacted by email and letter to invite them to participate

Training on how to land a teaching position in AR district

- 9 – 9:30 Introduction, Agenda, hand out Workbook
- 9:30 – 10 Your Resume & Portfolio
- 10 – 10:30 Location Resources
 - T-T.com, AAEE, AS-IS, district websites, Co-ops
- 10:30 – 11 Making Initial Contact
 - First impressions, professionalism, grammar, deportment
- 11 – 11:30 Interview Skills, Mock-Interview Assignments
- 11:30 – 12:30 Lunch
- 12:30 – 3:30 Mock Interviews with District Recruiters
 - Resume Reviews
 - Meet with Education Professionals
 - Tables exhibiting perks for teaching in AR
 - ATHDF, NBPTS, ARTS, ADHE (financial aid), SpEd, ESL, etc.

IV. NTL Job Search

- a. Ongoing process from July through August
- Distribution of districts' vacancies to NTLs willing to teach in needed areas
 1. Send contact emails and faxes to district recruiters for lists of current vacancies
 2. Compile list of districts' vacancies
 - Distribution of NTL info to high need districts
 3. Send email to NTLs inviting them to participate by agreeing to teach in high need areas
 4. Compile list of NTL participants
 - Send districts' vacancies list to participating NTLs and NTLs contact list to districts
 - Update lists bi-monthly

V. NTL Information Sessions

- Year round program
 1. Target non-education students and community members with non-education degrees
 2. Market the program to emphasize the need for
 - a. Math, science and foreign language
 - b. High need districts
 - c. Minorities
- Feb/Mar/Apr Attend IHE Spring Job Fairs
- Sept/Oct/Nov Attend IHE Fall Job Fairs
- Information Sessions
 3. Hold on IHE campuses
 4. Work with Career Centers to reach non-education students
 5. Advertise in local papers to attract community members with non-education degrees
 6. Post flyers, place ads in campus newspaper, radio station, etc. announcing dates/places TeachArkansas recruiters will be on campus
 7. Create informational materials to distribute
 8. Develop teacharkansas.org page specifically for non-education students and community members with non-education degrees interested in NTL
 9. Gather names and contact info on sign-in sheets
 10. Follow through with emails/phone calls/newsletter
 - a. Praxis dates
 - b. NTL application information
 - c. High need areas, etc.
- Establish TeachArkansas Representatives on campuses
 11. Individuals who are college alumni and NTL teachers (program completers)
 12. Trained to advise on the steps of NTLs application process

13. Contact person to nurture potential candidates and offer assistance with the NTL application process
14. Meet twice per semester as a group – encouraged to bring friends also interested in NTL
15. TA Reps receive a stipend
 - a. Paid from the Teacher Recruitments budget
 - b. Based on number of “recruits” who become NTL teachers
 - c. TBD if/when the concept is approved

NOT TEACHING

- IV. Identify persons who have an Arkansas license but are not in education
 - a. Contact Dresner, Wickers & Assoc (conducted '01 teacher survey)
 - b. University records of education graduates
 - c. Alumni associations for updated contact information
 - d. Cross reference with Professional Licensure data
 - e. Contact Arkansas Retired Teachers Association

- V. Develop a presentation on returning to the classroom
 - a. Present at Retired Teacher Association meetings
 - b. AARP
 - c. Churches with Seniors groups

- VI. Develop marketing strategies to target licensed-but-not-teaching
 - a. Newspaper ads
 - b. PSAs for radio and TV
 - c. Highlight shortage areas and high need districts
 - d. www.teacharkansas.org webpage on the value of returning to teaching
 - e. Amnesty program for expired licenses

- VII. Develop marketing strategy to target out-of-state retired teachers

OUT IN FRONT

District Recruitment Model

I. Workshops

Trainings

- a. Reference Materials
- b. Handbook for Arkansas District Recruiters

b. Workshops held immediately prior to biannual Southeast Education Forum

- a. November
- b. February
- c. Online Registration
 - ADE Communications
 - Lisa McKinzie

Training Sessions

- Interview Skills & Hiring Practices
- Retention
- Diversity & National Recruitment
- Alt Cert Recruitment
- Job Fair Recruitment
- Resources & Marketing Your District
- Math/Science/Special Educ & National Recruitment
- Grow Your Own Programs
- Recruitment is Year-Round

Agenda

10:00 – 10:25	Orientation	Day 1	Day 2
10:30 – 11:15		Session a	Session b
11:30 – 12:15		Session c	Session d
12:20 – 1:25	Lunch - Recruitment is Year-Round		
1:30 - 2:15		Session e	Session f
2:30 – 3:15		Session g	Session h
3:30 – 4:00	Wrap up Discussion		

Handbook

Individual sections for each session topic

Worksheets

Resource materials

- Suggested district recruitment timeline
- Sample sign-in sheets, letters, etc
- Lists of IHE personnel/contact information
- State job fairs schedule
- Suggested out-of-state fairs
- etc.

Structure

Professional Development hours awarded for each session attended

Working lunch with a session on Recruitment is Year-Round

Orientation

Assigned, round table seating based on their Session 1 topic

Opening assignment

Worksheet: *Why I'm Attending this Training*

For them

For other person at their table

Wrap-up Discussion

Assigned, round table seating based on their Session 4 topic

Closing assignment

Worksheet

Personal reflection *What I Learned from this Training*

For them

For other person at their table

Evaluation sheet

Feedback on the quality

Practicality of the training

Trainings at Co-ops

Abbreviated version

Target all small, rural districts

Utilize strong district recruiters as presenters

Pay a stipend

Award Professional Development Hours

SOUTHEAST EDUCATION FORUMS

*This fall's forum is at UAM on Wed Nov 8 and Thurs Nov 9

- I. Bi-annual Education Forum
 - a. November
 - b. February
 - c. Recruitment and retention needs specific to the Southeast and Delta areas of Arkansas
 - d. Collaboration between
 - UAM
 - UAPB
 - UCA
 - SAU
 - Local community colleges
 - Education Renewal Zones
 - ADE Recruitment & Retention
 - e. Host location rotations
 - UAM Nov 06
 - UCA at Mid-South Community College Feb 07
 - UAPB Nov 07
 - SAU Feb 08
- II. Format
 - a. Evening reception 5:30pm – 7:30pm - Involve community and business support and participation in preparing, recruiting and retaining teachers for the area
 - Wednesday evening on UAM campus
 - Invite local (to Monticello) business, community and religious members

5:30pm Meet & Greet
Finger foods & beverages
Exposure to exhibit hall information booths

6:30 pm Presentation
5-minute video focusing on the SEAR teacher crisis
Housing
Competing salaries
Disproportional distribution of teachers in state
Education programs' lack of secondary participants
Education's impact on community economics
Solutions

 - Superintendents share particular problems in staffing quality teachers
 - Garner community (business, churches, civic groups) support
 1. Adopt a school building for teacher appreciation activities
 2. Sponsor an open house to involve the community in school activities
 3. Members can volunteer tutoring or reading time
 4. Businesses can give employees time off with pay to volunteer at school or attend parent/teacher conferences

5. Beginning of School Block Party
 6. Teacher "Discount Card" 5% off at participating retailers
 7. Fund Raising Example: Build a Future
 - a. Local contractors/builders/real estate/banks
 - b. Donate materials and labor to build a house
 - c. Sell it to a teacher at a low interest rate
 - d. Proceeds establish an education foundation
 8. Welcome packet
 - a. Teachers new to the district
 - b. All teachers at the start of the school year
- b. Education Recruitment & Job Fair 10:00am – 2:00pm
- Districts from the following ESCs will be invited to attend as exhibitors. They are also encouraged to attend the Reception.

Arkansas River	all
Crowley's Ridge	all but Craighead
Dawson	Clark, Dallas only
Great Rivers	all
South Central	all
Southeast	all
Southwest	all
Wilber D Mills	Woodruff only
 - Exhibitors invited
 1. Districts listed above
 2. Local schools of education
 3. Local community colleges
 4. NTL
 5. ADHE
 6. AEA
 7. AR Teacher Housing Foundation
 8. National Board for Professional Teaching Standards
 9. Education organizations
 - Attendees
 1. Persons interested in becoming a teacher in SEAR
 2. Licensed teachers and education students
 - Advertising
 1. Preparation of a 5-minute video
 - a. Shown to civic, religious and business groups Sept-Nov
 - Lyons clubs
 - Junior League
 - Sunday School classes
 - Rotary clubs, etc
 - b. Shown by
 - ERZ directors
 - Superintendents
 - Education Deans

- ADE Recruitment
- 2. TV, radio, newspapers, press release, shows and interviews
 - a. Funded and provided by ADE Recruitment
 - b. Assisted by ADE Communications
 - c. In and out-of-state
- Reception (
 - 1. UAM food services
 - 2. Possible sponsor – Teachers-Teachers.com
 - 3. Food, beverages, plates, etc
 - 4. Decorations
 - 5. Set-up of exhibit hall
 - 6. Rental of equipment
 - 7. Labor to set-up
- c. ADE Recruitment responsibilities
 - Registration of exhibitors
 - Advertisement of event to attract attendees
 - Physical and financial components of reception
 - Physical and financial components of job fair
 - Resource for information for video

TIMELINE

I. Current activities Fall 06

- a. Pathways to Teaching
- b. IHE Spring Job Fairs
- c. Educators Career Fair
- d. NTL Orientation
- e. NTL Job Search
- f. Combining of Advisory Committee/Task Force
- g. Brochure in development
- h. www.teacharkansas.org semi-developed
- i. Promotional items ordered
- j. Southeast Education Forum in process
- k. District Training on Recruitment in planning phase 1 for Nov
- l. SPSS not fully installed

II. Fold in new programs/activities

- a. SY 06-07 through SY 09-10
- b. New items in red text

III. 2007

January Pathways to Teaching Recruitment Event

Begin Diversity Recruitment program
Begin National Recruitment program

February Out In Front District Recruitment Training – phase II

Southeast Arkansas Education Forum
Attend IHE Job Fairs

March Attend IHE Job Fairs

Educator Survey
www.teacharkansas.org development

April Attend IHE Job Fairs

Educator Survey
www.teacharkansas.org development

May Educators Career Fair

www.teacharkansas.org development

June NTL Orientation
NTL Interview Workshop
Annual Report due

July NTL Job Search
Compile Survey data

August NTL Job Search
Compile Survey data

September Attend IHE Job Fairs
NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

October Attend IHE Job Fairs
NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

November Out In Front District Recruitment Training – phase III
Southeast Arkansas Education Forum
NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

December NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

2008

January Pathways to Teaching Recruitment Event

February Out In Front District Recruitment Training – phase IV
 Southeast Arkansas Education Forum
 Attend IHE Job Fairs

March Attend IHE Job Fairs

Educator Survey

Newsletter

April Attend IHE Job Fairs
 Educator Survey

May Educators Career Fair
 National Recruitment in place
 Diversity Recruitment in place

June NTL Orientation
 NTL Interview Workshop
 Newsletter
 Annual Report due

July NTL Job Search
 Compile Survey data

August NTL Job Search
 Compile Survey data
 Orientation to Teaching replaces FEA clubs

September Attend IHE Job Fairs
 NTL Information Sessions
 IHE On-Campus Recruitment
 Newsletter
 Grow Your Own presentations

October Attend IHE Job Fairs
 NTL Information Sessions
 IHE On-Campus Recruitment
 Grow Your Own presentations

November Out In Front District Recruitment Training - complete
 Southeast Arkansas Education Forum
 NTL Information Sessions
 IHE On-Campus Recruitment
 Grow Your Own presentations

December NTL Information Sessions

2009

January Pathways to Teaching Recruitment Event
Marketing PSAs in place

February Out In Front District Recruitment Training
Southeast Arkansas Education Forum
Attend IHE Job Fairs
Recruitment Training extended to all rural districts

March Attend IHE Job Fairs

Educator Survey

Newsletter

April Attend IHE Job Fairs
Educator Survey

May Educators Career Fair
National Recruitment in place

June NTL Orientation
NTL Interview Workshop
Newsletter
Annual Report due

July NTL Job Search
Compile Survey data

August NTL Job Search
Compile Survey data
Orientation to Teaching replaces FEA clubs

September Attend IHE Job Fairs
NTL Information Sessions
IHE On-Campus Recruitment
Newsletter
Grow Your Own presentations

October Attend IHE Job Fairs
NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

November Out In Front District Recruitment Training
Southeast Arkansas Education Forum
NTL Information Sessions
IHE On-Campus Recruitment
Grow Your Own presentations

December NTL Information Sessions
 IHE On-Campus Recruitment
 Newsletter
 Grow Your Own presentations

2010

January Pathways to Teaching Recruitment Event
Marketing PSAs in place

February Out In Front District Recruitment Training
Southeast Arkansas Education Forum
Attend IHE Job Fairs
Recruitment Training extended to all rural districts

March Attend IHE Job Fairs

Educator Survey

Newsletter

April Attend IHE Job Fairs
Educator Survey

May Educators Career Fair
National Recruitment in place

June NTL Orientation
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Compile Survey data

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Grow Your Own presentations

December NTL Information Sessions
IHE On-Campus Recruitment
Newsletter
Grow Your Own presentations
Report on survey data from 07-08, 08-09, 09-10