

**Report for
House and Senate Committee on Education
Arkansas State Legislature
February 8, 2016**

Presented by

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Education Renewal Zones

Arkansas Department of Education

Overview

Education Renewal Zones
Arkansas Department of Education
Overview

prepared December 30, 2015

What is an Education Renewal Zone?

- Enacted by the General Assembly of the State of Arkansas in 2004 (Act 106 of the 2nd Extraordinary Session, 2003)
- A P-20 Partnership—schools, education service cooperative, and local institution of higher education
- Purpose:
 - Improve school performance and academic achievement
 - Provide collaboration
 - Maximize economies of scale by concentrating and coordinating resources
- Focus:
 - Building Instructional Capacity
 - Building Organizational Capacity

ERZ Locations

- Northwest ERZ—housed at the University of Arkansas, Fayetteville
 - Director, Lindsey Swagerty
- Western ERZ—housed at the University of Arkansas – Fort Smith
 - Director, Jennifer Jennings Davis
- Southwest A ERZ—housed at Henderson State University
 - Director, Paulette Blacknall
- Southwest B ERZ—housed at Southern Arkansas University
 - Director, Roger Guevara
- Southeast ERZ—housed at University of Arkansas – Monticello
 - Director, Tracie Jones
- Northeast ERZ—housed at Arkansas State University
 - Director, Jill Clogston

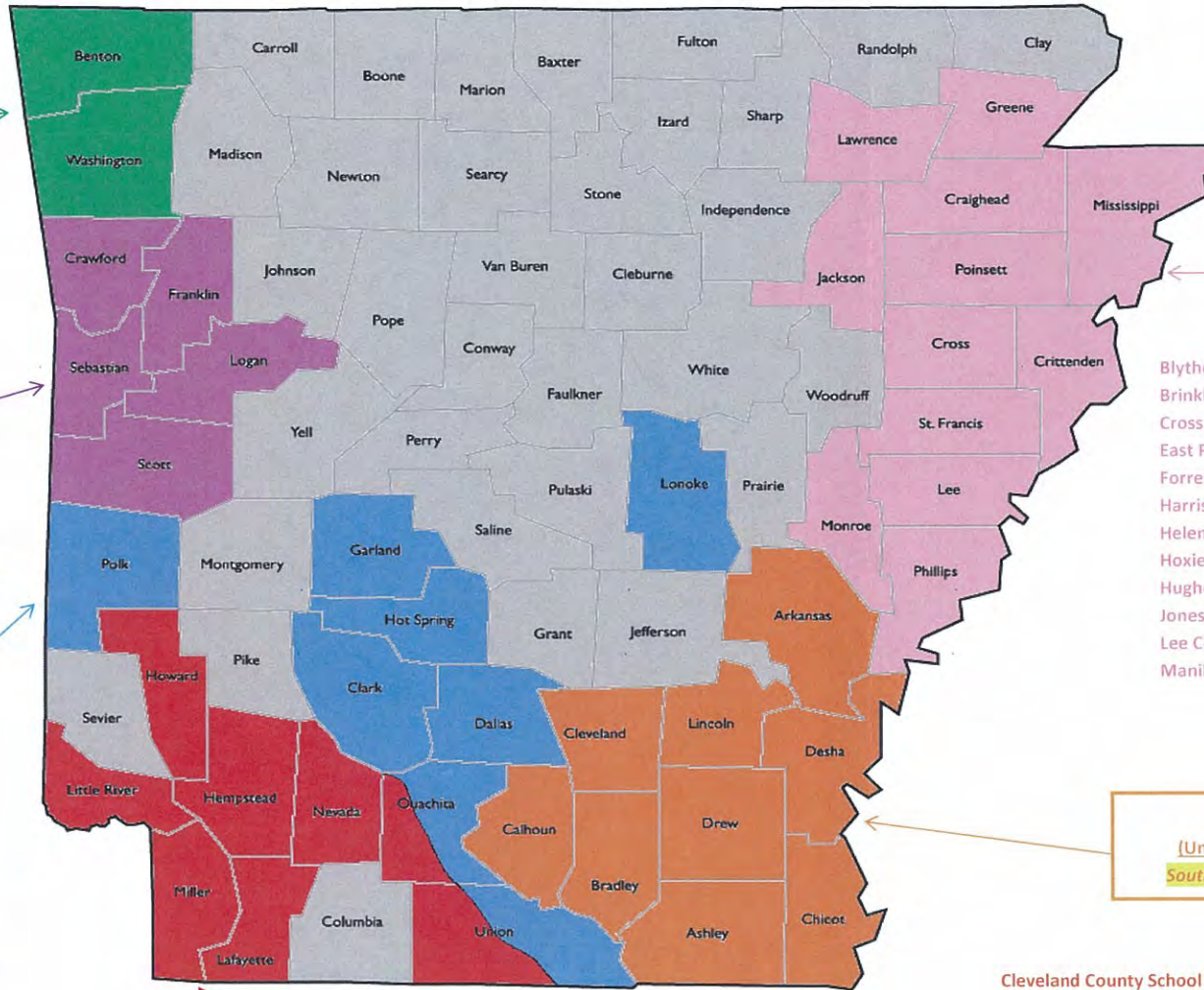
ERZ Goals

- Goal 1: Professional development
- Goal 2: Curriculum
- Goal 3: Mentoring
- Goal 4: Staffing
- Goal 5: Parent and community involvement
- Goal 6: Collaboration

2016 ERZ Objectives

- Impact student achievement
- Impact teacher recruitment and retention
- Foster community workforce partnerships

2015-2016 ARKANSAS EDUCATIONAL RENEWAL ZONES (ERZ) MAP



NORTHWEST
(University of Arkansas)
North West Education Cooperative

- Elkins School District
- Gentry Public School District
- Lincoln Consolidated School District
- Springdale Public School District
- Fayetteville School District
- Farmington School District

WESTERN
(University of Arkansas at Fort Smith)
Western Education Service Cooperative

- | | |
|----------------------------|--|
| Alma School District | Lavaca School District |
| Cedarville School District | Mansfield School District |
| Charleston School District | Mulberry-Pleasant View School District |
| Fort Smith School District | Ozark School District |
| Hackett School District | Paris School District |
| Hartford School District | Waldron School District |

SOUTHWEST – A
(Henderson State University)
Dawson Education Service Cooperative
South Central Education Service Cooperative
Wilbur Mills Education Service Cooperative
De-Queen-Mena Education Service Cooperative

- | | |
|-------------------------------------|-------------------------------|
| Arkadelphia School District | Gurdon School District |
| Bearden School District | Lakeside School District |
| Bismarck School District | (Hot Springs) |
| Cutter Morning Star School District | Lonoke School District |
| (Hot Springs) | Mena School District |
| El Dorado School District | Mountain Pine School District |
| Fordyce School District | Ouachita School District |
| Fountain Lake School District | |

NORTHEAST
(Arkansas State University)
Crowley's Ridge Education Service Cooperative
Great Rivers Education Service Cooperative
Northeast Arkansas Education Service Cooperative

- | | |
|--------------------------------------|---------------------------------------|
| Blytheville School District | Marion School District |
| Brinkley School District | Marked Tree School District |
| Cross County School District | Marvell/Elaine School District |
| East Poinsett County School District | Nettleton School District |
| Forrest City School District | Newport School District |
| Harrisburg School District | Osceola School District |
| Helena-West Helena School District | Palestine-Wheatley School District |
| Hoxie School District | Paragould School District |
| Hughes School District | South Mississippi School District |
| Jonesboro School District | Westside Consolidated School District |
| Lee County School District | Wynne School District |
| Manila School District | |

SOUTHEAST
(University of Arkansas at Monticello)
Southeast Education Service Cooperative

- | | |
|----------------------------------|----------------------------|
| Cleveland County School District | Hermitage School District |
| Crossett School District | Lakeside School District |
| Dermott School District | McGehee School District |
| DeWitt School District | Monticello School District |
| Drew Central School District | Star City School District |
| Dumas School District | Warren School District |
| Hamburg School District | Woodlawn School District |
| Hampton School District | |

SOUTHERN ARKANSAS UNIVERSITY
DeQueen/Mena Education Service Cooperative
South Central Education Service Cooperative
Southwest Arkansas Education Service Cooperative

- | | |
|-------------------------|---------------------------------|
| Ashdown School District | Junction City School District |
| Bradley School District | Lafayette School District |
| Dierks School District | Mineral Springs School District |
| Foreman School District | Nevada School District |
| Fouke School District | Prescott School District |
| Genoa School District | Stephens School District |
| Hope School District | Texarkana School District |

Adopt-a-Professor Program

**Western Arkansas Education Renewal Zone at
the University of Arkansas – Fort Smith**

Program History

Adopt-a-Professor Program

Western Arkansas Education Renewal Zone at the University of Arkansas – Fort Smith Program History

prepared December 30, 2015

What is Adopt-a-Professor?

- Pairs K-12 teachers with UAFS faculty/staff
- Partners collaborate to plan 3 “learning engagements,” generally one engagement per month, over the course of a semester
- Engagements can take place at the school, at UAFS, or in the greater community
- Expenses are covered by the ERZ

Purpose of Adopt-a-Professor

- Strengthen learning outcomes for K-12 students in Arkansas
- Build collaborative relationships between K-12 and higher education
- UAFS faculty/staff offer up-to-date content knowledge and share information about resources in their fields
- K-12 teachers offer insight into current school practices
- K-12 students gain deeper understanding of content and build connections to higher education

Program Growth over Two Semesters

Spring 2015

- 10 Professor-Teacher Teams
 - 11 Professors
 - 15 Teachers
 - 460 Students
- 34 Learning Engagements
 - 5 Fieldtrips
- 3 UAFS Colleges represented
- 4 School Districts
- 6 Schools
 - Alma Middle
 - Hackett Elementary
 - Hackett High
 - Lavaca Elementary
 - Lavaca Middle
 - Northside High (Fort Smith)
- Total Student Contacts = 1,075

Fall 2015

- 20 Professor-Teacher Teams
 - 23 Professors (21 profs/2 staffers)
 - 20 Teachers
 - 1,284 Students
- 59 Learning Engagements
 - 9 Fieldtrips
- 6 UAFS Colleges/Units represented
- 4 School Districts
- 10 Schools
 - Alma Primary
 - Alma Middle
 - Hackett Elementary
 - Lavaca Elementary
 - Lavaca Middle
 - Chaffin Jr. Hi (Fort Smith)
 - Kimmons Jr. Hi (Fort Smith)
 - Ramsey Jr. Hi (Fort Smith)
 - Northside High (Fort Smith)
 - Southside High (Fort Smith)
- Total Student Contacts = 3,857

People, Time and Money

The volunteer hours for Fall 2015 Adopt-a-Professor are conservatively calculated. The volunteer hours counted were only those hours invested by volunteers at the learning engagements. Volunteer hours did not include efforts that lead up to the learning engagements (for example, teacher and professor preparation time, set-up crews, lab workers, efforts scheduling campus tour leaders, etc. are not included in the figures presented below).

People—Some learning engagements incorporated parent/family members as volunteers. Others included community members or additional teachers or professors. At each engagement the ERZ staff conducted a head-count (or asked the professor or teacher to report) the number of participants at the learning engagement. Over the 59 learning engagements for the semester:

- Number of professors = 24
- Number of teachers = 43
- Number of UAFS staffers = 28
- Number of parents/family/community members = 44
- TOTAL number of adult volunteers = 139

Add to that the 1,384 K-12 students who participated, the total number of people engaged in the Adopt-a-Professor program for Fall 2015 was 1,523.

Time—Using these numbers and the times scheduled for each engagement, the ERZ has calculated the following volunteer hours (again, for volunteers present at learning engagements only—time invested outside of learning engagements is not included below):

- Number professor hours = 155.5
- Number of teacher hours = 215
- Number of UAFS staffer hours = 116
- Number of parents/family/community members = 153
- TOTAL of volunteer hours worked = 639.5

Money—The total cost for the Adopt-a-Professor's Fall 2015 semester was \$8,712.79. This included supplies, mileage (buses for field trips, pool cars for professors, mileage reimbursement for personal car usage for professors), pizza lunch (for some field trips to campus), welcome reception, celebration reception, office supplies and printing. This results in an average cost per team of \$435.64 or \$147.67 per engagement.

Publicity

- October 7, 2015 *Professor-Teacher Pairings Announced for Adopt-a-Professor.* Greenwood Democrat, Greenwood, AR
- October 8, 2015 *Adopt-a-Professor Program Set.* Northwest Arkansas Democrat Gazette, Fayetteville, AR.
- November 4, 2015 *High Five: Students Create Video Games.* KFSM Channel 5 News, Fort Smith, AR.
- November 4, 2015 *UAFS "Renewal Zone" Program Works with Public School Students on Computer Programming.* Talk Business & Politics, Fort Smith, AR.
- November 5, 2015 Tweet from Gov. Asa Hutchinson's office.
- November 13, 2015 *'Adopted' Professors Shake It Up* by Scott Smith. Southwest Times Record, Fort Smith, AR.

People & places



Courtesy Photo

Paul Beran, chancellor of the University of Arkansas-Fort Smith, educated students of Sutton Elementary about the U.S. Constitution by reading *We the People* by Lynne Cheney as part of Constitution Week. The book tells the story of the writing of the Constitution during a "sweltering summer" in 1787. The book was donated to the classroom, provided by the U.S. Marshals Museum. Additionally, the UAFS chapter of the American Democracy Project will donate a pocket Constitution to every student. Many volunteers from university and the community read to students and presented the books.

ny that also recognized senior members of the society with outstanding academic performance.

Seniors maintaining a 3.5 grade-point average throughout their university careers were presented cords to wear during commencement exercises.

Inductees and senior members receiving cords were:

Charleston: Tina Hurt, presented an honor cord.

Fort Smith: Sara Childress and Allison Hart, new members; Laurie Burnett, Danielle Nichols, Jennifer Sanchez and Morgan Saxton, honor cords; and Amanda Cassat and Jessica Hall, new members and honor cords.

Greenwood: Ashley Woodey, new member.

Hackett: Corie Williams, new member.

Hartford: Lauren Herron, new member and honor cord.

Mena: Katelyn Staggs, new member.

Mulberry: Caitlin James, honor cord.

Van Buren: Jessica Lemus, new member.

Waldron: Shane Hale, new member.

This year's officers include Tracie McCarver of Chester, president; Ruby Roden of Fort Smith, vice president; Morgan Saxton of Fort Smith, secretary; Danielle Nichols of Fort Smith, treasurer; Tina Hurt of Charleston, historian; co-counselor Deebe Milford of Alma.

SAU students perform *Godspell*

Students of Southern Arkansas University in Magnolia presented *Godspell* on Sept. 24-26 at the school's Greek amphitheater.

Performers included Mercy Fuentes of Van Buren, junior theater major; Kelsey Padilla of Fort Smith, senior theater major; Darby Taylor of Barling, sophomore musical theater major; and Mikayla McCoy of Rogers, freshman theater major, prop assistant.

Farrell accepted into exhibition

Chinese Vase with Fruit, the work of Karolyn (Mc-

Society. Only 113 works were accepted for the 2015 show.

The Dunnegan Gallery of Art in Bolivar, Mo., and The Vine Wine Bar and Art Gallery in Osage Beach, Mo., host the exhibit, which opens Oct. 10 with an awards banquet. The awards are in excess of \$15,000 in cash and sponsor certificates.

Evans named Moondancer Fellow

The Writers' Colony at Dairy Hollow in Eureka Springs has chosen Jenna Leigh Evans as the 2015 recipient of the Moondancer Fellowship. Evan will spend two weeks at the Colony working on her novel "Storm Warning," about a community dealing with the immediate impacts of climate change on the rural landscape. The Moondancer Fellowship is awarded to an author writing in any genre about any aspect of nature and the outdoors.

Evans' debut novel, "Prosperity," was a finalist for the Eludia Award and a semifinalist for the Black Lawrence Press's Big Moose Prize. Other publications include "Electric Literature," "The Nervous Breakdown," "The Toast," "Autostraddle" and the "Billfold."

She is a Lambda Literary LGBT Emerging Voices fellow, an upcoming Vermont Studio Center and Osage Arts Community fellow, and a Barbara Deming Memorial grantee. Evans lives in Brooklyn, and her website is jennaleighevans.com.

Martinez completes NASA internship

Osman Martinez, a senior UAFS student from Fort Smith, recently completed an internship with the National Aeronautics and Space

trical engineering department since his freshman year. During summer 2014, the two visited NASA's Johnson Space Center in Texas and presented their work to one of the engineering branches.

While at NASA, Martinez learned of a possible internship at the center. In the internship, Martinez was tasked with creating a tool that could simulate the power output of a solar panel for a robot or rover. Martinez also helped with numerous robotic demonstrations for tours and saw a variety of robots and technology.

Adopt-a-Professor program set

More than 20 classrooms in area schools will host University of Arkansas at Fort Smith professors for the university's second year of the Adopt-a-Professor program, an educational outreach initiative coordinated by the Education Renewal Zone at UAFS.

In the program, UAFS professors are "adopted" by a class or classes of an elementary or secondary school in the greater Fort Smith region. Each professor works with the classroom teacher to develop three learning engagements over the course of the semester, with professors either visiting the classroom or the students visiting campus. The number of professor-classroom pairings doubled compared to last year.

School, teacher and professor pairings are:

■ Alma Middle School, Magen Brown's seventh-grade pre-Advanced Placement mathematics classes, paired with Jeanine Myers, assistant professor of mathematics.

■ Alma Middle School, Johnny Fortenberry's engineering technology in education classes, paired with Brian McLaughlan, assistant professor of computer and information sciences.

■ Alma Middle School, Vicky Limbocker's seventh- and eighth-grade science classes, paired with Michael Mann, instructor of biological sciences.

■ Alma Middle School, Ross White's career development and marketing class, paired with Latisha Settlege, associate professor of economics;

Cliff Scott, professor of marketing; and Margaret Tanner, interim dean of the College of Business.

■ Alma Middle School, Becky Whitlock's sixth-grade history class, paired with Matt McCoy, associate professor of history.

■ Alma Primary School, Erin Scoggins' first-grade science class, paired with Donna Scoggins, assistant professor in the school of education.

■ Northside High School in Fort Smith, Michael Hughes' physics class, paired with James Christiansen, assistant professor of physics.

■ Southside High School in Fort Smith, Tamera Bardin's biology classes, paired with David McClellan, head of the biological sciences department.

■ Kimmons Junior High in Fort Smith, Amy Pierce's Spanish class, paired with Madeline Martinez-Santiago, instructor of world languages.

■ Kimmons Junior High in Fort Smith, Todd Tierney's engineering technology in education class, paired with Muhammad Khan, assistant professor of electronics technology; and Cameron McKinney, instructor in the Center for Business and Professional Development.

■ Chaffin Junior High in Fort Smith, Amy Markhan's gifted and talented classes, paired with Dave Mayo, assistant professor of physical science.

■ Ramsey Junior High in Fort Smith, Amanda Bulger's eighth-grade career development classes, paired with Earlene Washburn, assistant professor in the Bachelor of Applied Science program.

■ Ramsey Junior High in Fort Smith, Cindy Dean's eighth-grade English classes, paired with Jenn Jennings Davis, director of the Education Renewal Zone.

■ Hackett Elementary, Teresa Butler's third-grade mathematics class, paired with Jennifer Adams, instructor of mathematics.

■ Hackett Elementary, Michelle Lasiter's third- and fourth-grade science classes, paired with Brandy Ree, assistant professor of biological sciences.

■ Lavaca District, Karen Grady's gifted and talented classes, paired with Danielle Jolie, assistant director of career services.

■ Lavaca Elementary School, Melissa Eckart's third-grade class, paired with Leigha Collins-Vasquez Atecas, instructor of nursing.

■ Lavaca Elementary School, Lacie Kilbreath's fourth-grade class, paired with Michele Elmore, instructor of nursing.

■ Lavaca Elementary School, Scott LeBrun's third-grade class, paired with Shawn Theobald, assistant professor of nursing.

■ Lavaca Middle School, Melissa Johnson's fifth- and sixth-grade science classes, paired with Ashley Gattis, instructor of nursing.

The Education Renewal Zone at UAFS is one of six ERZs in the state. It is a collaborative effort among 11 member school districts and 35 partner schools in the Arkansas River Valley. Its mission is to work with pre-kindergarten through 12th-grade educators, students, families and their supporting communities to combine efforts to improve achievement and learning experiences for all students.

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Evans



Martinez

UAFS 'Renewal Zone' program works with public school students on computer programming



UAFS professor Brian McLaughlan assists Alma Middle School students during a video game competition Nov. 3. The event was held through the Adopt-a-Professor program, an educational outreach initiative coordinated by the university's Education Renewal Zone.



by **Talk Business & Politics** staff

. Published Nov 4th, 2015 4:11 pm
staff2@talkbusiness.net / @robybrock

Editor's note: Story information provided by the University of Arkansas at Fort Smith.

Alma Middle School students recently gathered around the laptop, watching as two students maneuvered their players – represented by black circles – on a pixelated two-dimensional football field.

The offensive player selected his play, and the quarterback threw the ball. The students — one playing as the receiver and one playing as the defender — guided their players toward the ball in hopes of catching or intercepting it. When the black circle of the receiver reached the spot where the ball landed, the word "CATCH" appeared at the top of the screen.

The game was complex and rewarding, and it was created by an Alma student through an engagement for Adopt-a-Professor, an educational outreach initiative coordinated by the University of Arkansas at Fort Smith's Education Renewal Zone. The program pairs UAFS professors with elementary and secondary school teachers to provide collaborative and unique learning opportunities for students.

More than 90 Alma Middle School students spread across 30 teams gathered in the cafeteria at the middle school Nov. 3 to showcase video games they programmed and designed over the last several months. Students sampled games made by fellow students and voted on several award categories, including the most impressive, most creative, and most fun games.

The students created the games in one of Johnny Fortenberry's six engineering technology and education classes with the help of Dr. Brian McLaughlan, assistant professor of computer and information sciences at UAFS.

COMPUTER CODING PUSH

McLaughlan, along with students from the computer science program at UAFS, visited the students two other times this semester to assist students develop their games on Scratch, a streamlined game development software created by the Massachusetts Institute of Technology.

"Everything is becoming computerized, so being able to write computer code lets people actually communicate with and control their world," McLaughlan said. "Even if the students don't plan to be programmers, their problem solving skills have been given a workout by this project. I had a student that asked me how to make a crab breathe fire in his game. When I nudged him in the right direction, it was awesome to see the lightbulb go on in his eyes."

The UAFS program fits in with the push by Gov. Asa Hutchinson (R) to boost computer coding education in the state. The governor's legislative push included funding and direction for such education. A recent commentary from the governor's office noted that Arkansas schools more than doubled the number of students enrolled in high school computer science classes. There are more than 4,500 students enrolled in at least one of 14 coding courses. According to state data, the enrollment is up 260% compared to the previous year/

"To compete in any field in the 21st Century, you need computer skills. They're almost as fundamental as reading, writing and arithmetic," Hutchinson noted in a recent weekly column. "Quickly changing technology can leave unprepared workers out of a job. But here in Arkansas, by introducing students to computer science at an early age, we can give them a competitive advantage."

FINDING A NICHE

When McLaughlan first tasked students to program games, 8th-grader Josh Cater saw an opportunity to fuse his love of football with his interest in programming.

“I really liked football, so I decided I wanted to make a football game because I play them at my house all the time,” he said. “I had been taking online programming courses outside of school, and whenever Dr. McLaughlan came, I decided this would be the perfect game.”

Cater’s game was voted the most impressive by his peers. A bouncing ball game reminiscent of Pong was voted the most fun, and a guessing game where the player attempts to pick which cup a ball is under was voted the most creative.

Plenty of other students have discovered an interest in programming through the engagement as well.

“I’ve enjoyed it a lot,” said London Blackwell, an eighth-grade female student who designed a game where the player is a butterfly and must dodge floating balloons. “It’s a way to express your creativity and for kids to have fun while learning at the same time.”

Fortenberry said he hopes the effort sparks interest in continued programming work.

“I think some of them may have found a niche,” Fortenberry said. “They’re thinking, ‘Hey, I like this.’ Maybe not for making games necessarily, but working with computers in other areas.”



Gov. Asa Hutchinson

@AsaHutchinson



Very innovative way to encourage students to take #ComputerScience. Great job, @AlmaSchools! youtube.com/watch?v=SUmbb-... | #ARKidsCanCode



YouTube



Reply to Gov. Asa Hutchinson



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Moments



Messages



Me

LIVING



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DEAR ABBY: MOM WANTS CHILD CLOSE PAGE 2C

'Adopted' Professors Shake It Up

TEAMWORK
AT CENTER
OF PROGRAM

By Scott Smith

TIMES RECORD • SSMITH@SVTIMES.COM

Family Patterson and John Freeny smiled almost



OF PROGRAM

By Scott Smith
TIMES RECORD • SSMITH@SWTIMES.COM

Emily Patterson and John Freeny smiled almost non-stop when a series of "earthquakes" rattled their classroom.

The two classmates are among dozens in Chaffin Junior High School's gifted and talented class, which participated in a project that saw student teams build miniature wooden structures before an "Earthquake Shake Table" tested the durability and flexibility of their small creations. The educational experiment took place in GT instructor Amy Markham's classroom at Chaffin and was part of the University of Arkansas at Fort Smith's "Adopt a Professor" program.

"This is really an exciting program, and the students are learning so much from all of this," Markham said.

Pairing UAFS professors with Fort Smith Public School teachers and students to offer experiments and other learning-based activities, Adopt a Professor is a new initiative coordinated by the Educational Renewal Zone at UAFS, said ERZ director Jennifer Jennings Davis. The earthquake-simulation sessions were one of numerous AAP programs taking place in local schools, she said.

"When we started in the spring, there were what we call 1,075 student contacts, or students participating," Davis said. "For this semester, there are 3,667 students who are participating. We're excited that we've more than tripled our student contacts with the program."

In Markham's class, the student teams first were asked to design their buildings before seeking "fake money" from regional companies and organizations to pay for the planning and construction of each structure. Markham and other adults acted as representatives from those companies and organizations via email correspondence with the participating students.

After the students raised the funds to build their buildings, they pitched their plans of investments and profits to a "Shark Tank"-like panel that consisted of Markham, Davis and Autumn Minnick, a geologist with Davis Operating Co. in Tulsa. The trio posed as potential investors and listened as the students offered percentage returns and other business-like information.

When it came time to test the structure built by Patterson's team, Kahlsium (pronounced calcium), the student smiled with only a hint of nervousness apparent. Chaffin's AAP partner, Dave Mayo, an assistant professor of physical science at UAFS, operated the Earthquake Shake Table while recording the results. Each structure was tested during three 20-second "shake" sessions, with the third session being the strongest to equal "an earthquake of about a 6.5 or 7 magnitude," Mayo said.

"It's great to see the students working and planning as a team," he said. "For me, it's also good to see the students get excited when learning about earthquakes, and to see the wide range of structures they've created."

After Kahlsium's building was tested, Patterson exhaled a quiet sigh of relief before smiling.

"I was very surprised that our building held up that well," said Patterson, the team's budget coordinator. "I spent most of my effort with the marketing of the building."

"And I learned a lot about earthquakes with this program," added the ninth-grade student, who is the daughter of Danielle and Jake Patterson of Fort Smith. "I learned how to work and



STEVE MARQUEZ • TIMES RECORD

Lauragale Ralston, Lauren LeRoy and Ryan Beallis, ninth-graders at Chaffin Junior High, observe as Dave Mayo, geology professor at the University of Arkansas at Fort Smith, sets up a simulated earthquake for their structure on Tuesday. Students had to present their ideas, including a model of their building to the panel who would "invest" money for a percentage of the student's company.



PHOTO COURTESY OF UAFS

University of Arkansas at Fort Smith professor Brian McLaughlan, right, assists Alma Middle School students Carson Perry, left, and Hays Denney during a recent video game competition. The event is one of many activities held through UAFS's Adopt-A-Professor program, an educational outreach initiative coordinated by the university's Education Renewal Zone.

compete as a team, and, of course, all about budgeting."

Freeny, a member of the Cali Intellect team, also is a fan of the Adopt a Professor activities.

"I was a little jittery before our building was tested, but it was fun," said the son of Ben and Terri Freeny of Fort Smith. "I learned mostly about time management and planning ahead. We didn't have a lot of wood to build our building, so we had to use our resources in an intelligent way."

At times, Minnick looked almost mesmerized by the students' presentations and miniature buildings.

"I'm impressed with what the kids are doing," she said. "Some of these kids have really done their research regarding the engineering of the buildings and their plans."

In Markham's opinion, the Adopt a Professor program has allowed Chaffin students to enhance their teamwork skills and benefit from Mayo's knowledge.

"Some of these students are figuring out what they are wanting to do," Markham said.

"Because of this program, the students have a chance at, sort of, failing but not really failing. If something doesn't work, the students can take their resources back and then rebuild their building and re-pitch their plan. It's teaching them about real life."

Mayo has been an invaluable part of the program for Chaffin students, she said.

"With the program, professors are asked to do one period with the students," Markham said. "But Dr. Mayo, he's been here all day with the kids. He's been great."

So far, 35 area schools participate in the Adopt a Professor program, said Davis, who predicted the program will continue to grow.

"Adopt a Professor is something that is showing something positive in our schools," she said. "People hear negative things about classrooms and schools, but this program is showing that there are teachers and professors making a difference. It shows people that there are great, educational things happening in the classroom now."



STEVE MARQUEZ • TIMES RECORD

Eighth-grader Rebekah Krehbile, from left, Jack Minnick, seventh grade, and Garrett Locknar, eighth grade, rejoice as their structure survived a strong simulated earthquake Tuesday at Chaffin Junior High School in Fort Smith. The simulated quake measured roughly a 7.0 magnitude according to Dave Mayo, geology professor at the University of Arkansas at Fort Smith.

Adopt-a-Professor Program

**Western Arkansas Education Renewal Zone at
the University of Arkansas – Fort Smith**

***Fall 2015 Summary of Program Participant
Survey Results***

Adopt-a-Professor Program

Western Arkansas Education Renewal Zone at the University of Arkansas – Fort Smith

Fall 2015 Summary of Program Participant Survey Results

prepared December 30, 2015

Methodology

The Adopt-a-Professor initiative's perceptions and evaluation survey was sent to 55 participants and administrators

- 20 K-12 teachers
- 22 university professors/staffers
- 13 school administrators

The survey was designed and administered through the SurveyMonkey website. Initial email invitation to participants with hyperlink tab to enter survey was sent on December 11, 2015. This invitation to the survey generated 21 respondents. A reminder email with hyperlink was sent through SurveyMonkey on December 15, 2015 to the 34 remaining participants who had not responded. This reminder generated an additional 20 respondents. The third and final invitation to participate in the survey (identified as such in email subject line) with hyperlink was sent on December 18, 2015 to the 14 remaining participants who had not responded. The final reminder generated an additional 4 respondents.

Of the 55 participants invited to complete the program on-line survey, 45 participants fully completed the survey; there were no respondents who partially completed the survey. This resulted in an overall response rate of 81.8%.

- 20/20 teachers completed the survey (100% response rate)
- 17/22 professors/staffers completed the survey (77% response rate)
- 8/13 administrators completed the survey (62% response rate)
 - Of which 10 are building principals; 5/10 principals completed the survey (50% response rate)

Survey Highlights

- 97.78% (44/45) of survey respondents "strongly agreed" or "agreed" that the Adopt-a-Professor initiative achieved its stated purpose *to create opportunities for K-12 teachers and university faculty/staff to collaborate to enrich learning for Arkansas students.*
- 100% (45/45) of survey respondents indicated that they *would consider participating in Adopt-a-Professor again in the future.*
- 100% (44/44, 1 skipped question) of survey respondents indicated that they *would recommend participating in Adopt-a-Professor to a colleague.*
- 80% (36/45) of survey respondents "very likely" or "likely" would *contact/consult with their Adopt-a-Professor partner(s) in the future.*
- For K-12 teachers:
 - 40% (8/20) indicated that they *have a more positive perception of UAFS faculty/staff.*
 - 60% (12/20) indicated that their *perceptions were unchanged as they previously had a positive perception of UAFS faculty/staff.*
- For university faculty and staff:
 - 47.06% (8/17) indicated that they *have a more positive perception of public school teachers and students.*

- 41.18% (7/17) indicated that their *perceptions were unchanged as they previously had a positive perception of public school teachers and students.*
- For building principals:
 - 100% (5/5) indicated that their *perceptions were unchanged as they previously had a positive perceptions of working with UAFS as an educational partner.*

The following pages provide more detailed information from each of the 19 questions on the Adopt-a-Professor initiative's perceptions and evaluation survey sent to participants.

All personally identifying comments have been edited so as not to reveal individuals or schools. References in survey responses that use a specific name have been replaced with "X" and may read, for example, as Dr. X, Mrs. X, or School X.

Further questions or comments regarding this survey may be directed to:

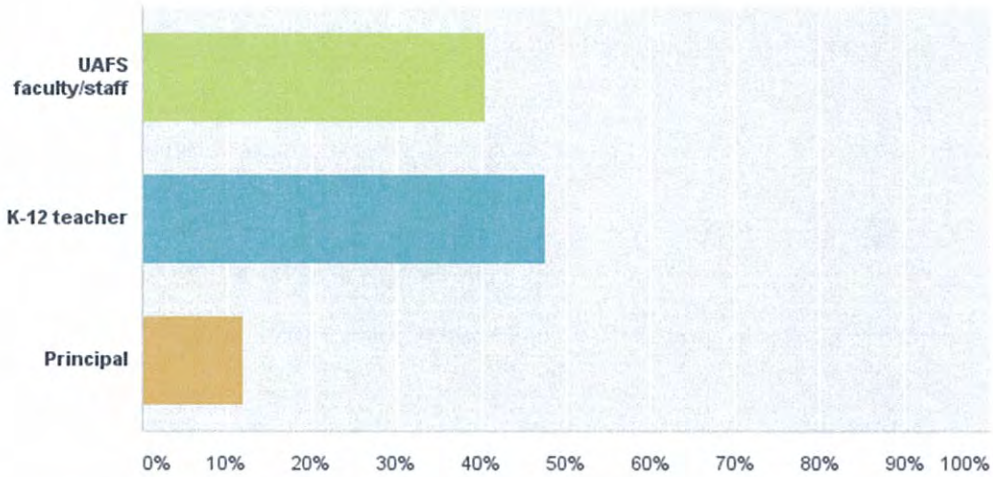
Jennifer Jennings Davis, Director
Western Arkansas Education Renewal Zone
University of Arkansas – Fort Smith
5210 Grand Avenue—Annex 107
Fort Smith, AR 72913

Office: 479-788-7256

Email: Jennifer.JenningsDavis@uafs.edu

Q1 Are you a UAFS faculty/staff member, a K-12 teacher, a principal, or other?

Answered: 42 Skipped: 3



Answer Choices	Responses
UAFS faculty/staff	40.48% 17
K-12 teacher	47.62% 20
Principal	11.90% 5
Total	42

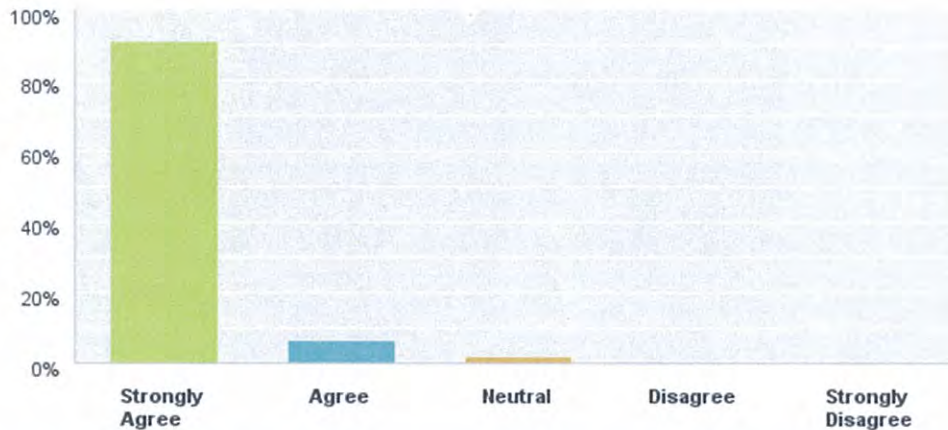
Clarification:

The 3 survey participants noted in above chart as “skipped,” identified themselves in the “Other” textbox made available as:

- K-12 math/science curriculum specialist
- District Administrator
- Curriculum coordinator

Q2 To what extent do you agree or disagree that the Adopt-a-Professor initiative achieved its stated purpose: to create opportunities for K-12 teachers and university faculty/staff to collaborate to enrich learning for Arkansas students.

Answered: 45 Skipped: 0



Answer Choices	Responses	Count
Strongly Agree	91.11%	41
Agree	6.67%	3
Neutral	2.22%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		45

Select Comments for Q2 (total comments = 5):

“I believe the experience improved instruction. I believe the collaboration provided additional skills of engagement and understanding to the K-12 teacher and the college professor. As a result of this program the students received engaging, rigorous, and powerful experiences.”

12/16/2015 8:34 AM

“Our teachers get to see some positive examples of other teachers in their field, the students get to see that their area of content is important, and it builds a positive relationship between the school, the university, the staff members involved, and the students.”

12/16/2015 7:57 AM

“My students learned so much more by having a partnership between two teachers. We were able to do more together than we could apart. I am so thankful for this program.”

12/11/2015 9:38 AM

Q3 What did you most enjoy about participating in Adopt-a-Professor?

Answered: 45 Skipped: 0

Select Comments for Q3 (total comments = 45):

"I most enjoyed a) the enthusiasm and ingenuity of the students and b) the superb support provided by the ERZ director and staff."

12/16/2015 2:35 PM

"I love the fact that the collaboration during the planning of these lessons with their UAFS professors allowed both of these teachers to stretch their lessons beyond just a basic presentation of the content. I think both teachers now realize that they can plan and present top-notch lessons for their students. They have been inspired to dream big and ask for collaboration from others and material and time support from their principals."

12/16/2015 8:58 AM

"I enjoyed seeing the kids interact with college professors. The students responded to the high expectations and project based learning experiences with confidence due to the support of the K-12 and college instructor."

12/16/2015 8:34 AM

"I enjoyed the collaboration with the professor"

12/15/2015 2:12 PM

"I enjoyed the interaction with young minds and seeing that spark that we sometimes lose with older students."

12/15/2015 1:34 PM

"My students were able to work with UAFS students who are studying the same thing. They could see that the subject exists outside of junior high."

12/11/2015 6:48 PM

"Loved building the anticipation of our professor coming and seeing the looks on their faces when we did the activities. Thanks to Dr. X my kids got to see sheep brains, elephant toothpaste, and strawberry DNA. They loved it all. The excitement from this also carried over into the participation of the Festival of Science. Out of 48 kids we took 28 of them with several others wanting to go but had prior engagements."

12/11/2015 2:10 PM

"The relationships and networking available between the K-12 school and the higher education institution."

12/11/2015 10:54 AM

"Having my staff and students build relationships with UAFS."

12/11/2015 10:14 AM

"I loved getting to know our professor and the students thoroughly enjoyed being able to ask him questions on a deeper level that were relevant to their project we designed together. The students would draft questions for him that we'd email and he was kindly welcomed those emails to help students understand their unit prep better."

12/11/2015 9:38 AM

Q4 What were the challenges you faced in participating in Adopt-a-Professor?

Answered: 43 Skipped: 2

Select Comments for Q4 (total comments = 43):

- 11 comments were “none” or “N/A”; 1 was “very few”

“Scheduling was the biggest challenge. It's tough to find mutually convenient blocks of time.”
12/16/2015 2:35 PM

- An additional 11 responses indicated “scheduling” as a challenge

“Access to electronics technology equipment at schools is limited and therefore students need more time and learning engagements to understand key concepts.”
12/17/2015 12:12 PM

“My particular challenge was that the teachers/professors were planning and performing lessons often at the same time and therefore I was unable to observe/participate as in all the different sessions.”
12/16/2015 8:58 AM

“We really did not have a lot of challenges, but the lesson we built from scratch getting our ducks in a row in time for supplies to be ordered was a bit challenging.”
12/15/2015 4:15 PM

“Did not have as much collaboration with teacher as would have liked.”
12/15/2015 1:29 PM

“Not used to dealing with 60 seventh graders...little bit out of comfort zone.”
12/12/2015 12:34 PM

“Dr. X taught the lesson with my first class and then I repeated the lesson with the other three classes. Teaching the lesson was not hard but sometimes having an answer for some of their questions was a challenge.”
12/11/2015 2:10 PM

“When bringing tours to the campus, being able to enter more or the buildings. The kids get excited to see the classrooms and dorm rooms”
12/11/2015 11:26 AM

“Of the three engagements two were outstanding-kids loved it... However, the third was a college lecture... I told the professor on more than one occasion it needed to be more interactive for an 8th grader and still resulted in a 40 minute lecture... Not engaging...”
12/11/2015 10:54 AM

“Because our professor was willing and able to come to every single class period, we didn't have a single challenge. If he'd only been able to come to one class period, that would have created much difficulty.”
12/11/2015 9:38 AM

“I didn't have any especially daunting challenges. Had I done more than three interactions, I would have needed more money for supplies.”
12/11/2015 9:29 AM

Q5 What changes do you suggest to strengthen the future of the Adopt-a-Professor initiative?

Answered: 39 Skipped: 6

Select Comments for Q5 (total comments = 39):

"It would be nice if the program would last a full school year and adding one more session would also be beneficial."

12/18/2015 3:36 PM

"I feel that the money used on providing lunch could be saved and used toward engagements. Students bring lunches for other field trips, so it would be easy for them to provide their own lunch for these field trips as well."

12/18/2015 10:45 AM

"Longer engagement times."

12/17/2015 12:12 PM

"I would love to see an inter-disciplinary lesson planned with two different teachers. For example a math and science teacher would be an easy plan, but perhaps a social studies teacher with a science teacher, or maybe a coach with a science teacher."

12/16/2015 8:58 AM

"My hope would be to have more faculty involved in the great program."

12/15/2015 3:11 PM

"Being able to participate with multiple teachers, or in cross-curricular instruction, would elevate the program in my opinion."

12/15/2015 2:02 PM

"More structure to the planning of the interactions; maybe provide space on form for teacher to write in role he/she will play in interaction"

12/15/2015 1:29 PM

"On the secondary level, I would suggest having more than one professor in a classroom. They each have so many different insights, specialty areas, and skills. This might interest the students into studying different fields or help them feel more inclined to attending UAFS to have these professors teach them. Also, being on a rotation schedule, each professor could give inspiration to the students in their areas of expertise during the times the concepts are being studied in the classroom."

12/11/2015 3:26 PM

"Access to more of the buildings"

12/11/2015 11:26 AM

"I think it would be great to maybe have more professors tag team with a K-12 teacher if we had enough buy-in from faculty/staff on campus."

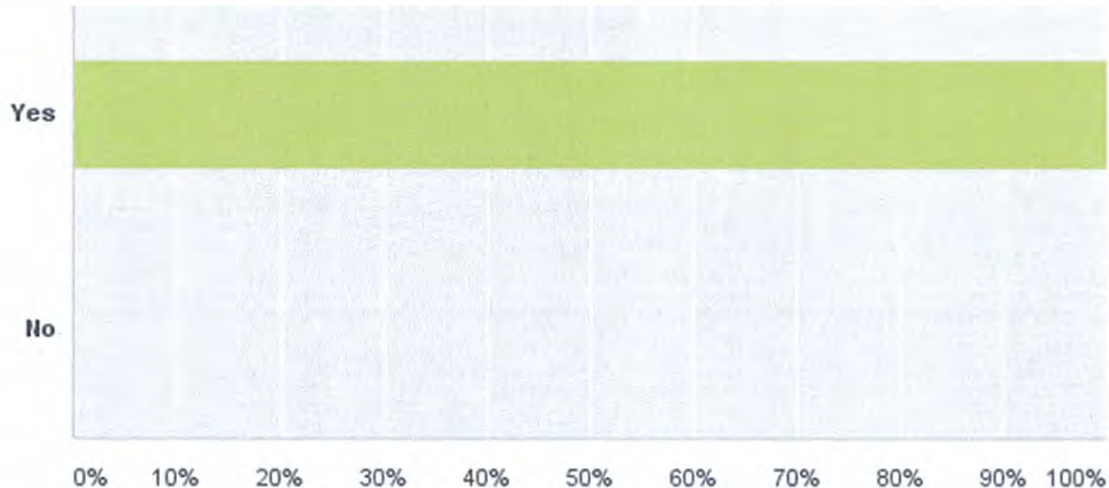
12/11/2015 10:48 AM

"Keep it going!!!! I love, love, love this program!"

12/11/2015 9:38 AM

Q6 Would you consider participating in Adopt-a-Professor again in the future?

Answered: 45 Skipped: 0



Select Comments for Q6 (total comments = 25):

"I sincerely hope this program never goes away. I see nothing but positive benefits for the teacher, professor, and the students involved in these endeavors."
12/16/2015 8:58 AM

"Adopt-a-Professor is a "best practice" that improves k-12 instruction and college instruction. It is a win, win for the students."
12/16/2015 8:34 AM

"Impacting young lives is an opportunity that I can't say no to!"
12/15/2015 1:29 PM

"I think it is important for students to see that math is more than just completing exercises and getting an answer. They need to be aware of how mathematics impacts their environment and daily living."
12/12/2015 12:34 PM

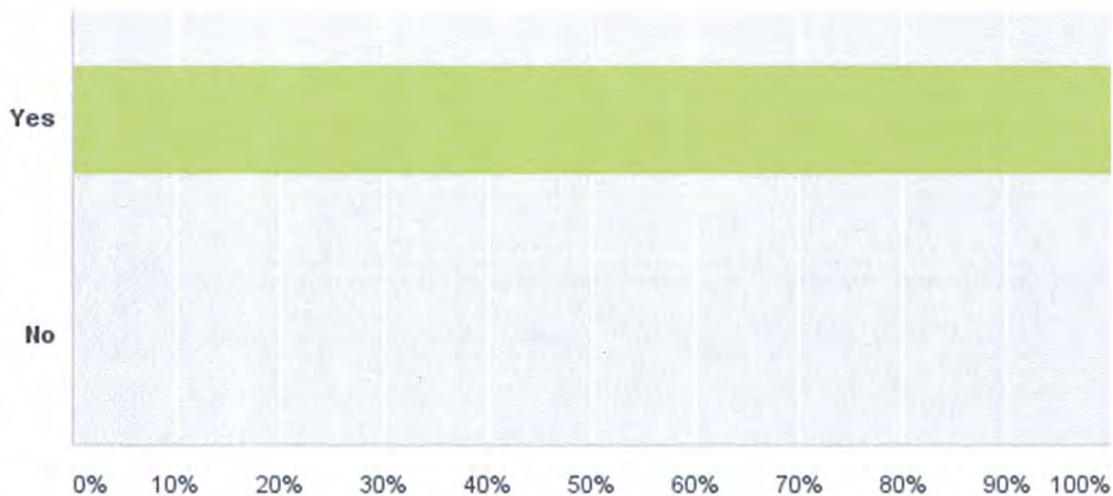
"I really enjoyed interacting with the students and the teacher. The kids were wonderful. very interested and engaged and were eager to learn. I had a lot of fun doing this."
12/11/2015 11:38 AM

"I would LOVE to be a part of this program EVERY time it's offered. The depth and complexity that my professor and I were able to go into with our unit was incredibly beneficial to each of my gifted and talented students."
12/11/2015 9:38 AM

"I had a great time and it wasn't too time-consuming. I would happily do it again."
12/11/2015 9:29 AM

Q7 Would you recommend participating in Adopt-a-Professor to a colleague?

Answered: 44 Skipped: 1



Select Comments for Q7 (total comments = 11):

"There is no substitute for experience. In all the student/teacher/professor interactions that I observed, I witnessed students, teachers and professors experiencing learning in a manner that would not have occurred without this program or something similar to it."

12/16/2015 8:58 AM

"I wanted to say no, since we don't want to have to share! Great program for all teachers and levels of students."

12/15/2015 3:00 PM

"It requires fairly minimal preparation, and the benefits are amazing."

12/15/2015 1:29 PM

"To carry out our commitment to service to the community."

12/12/2015 12:34 PM

"This is a great opportunity to connect the secondary with the collegiate learning. It helps form a bridge for these students who are near to finishing their high school career. Students who are comfortable and familiar with an institution will be more inclined to attend that facility."

12/11/2015 3:26 PM

"It was most enjoyable and rewarding to do. It also took less of my time than I had thought, so it was not a disruption to my normal work."

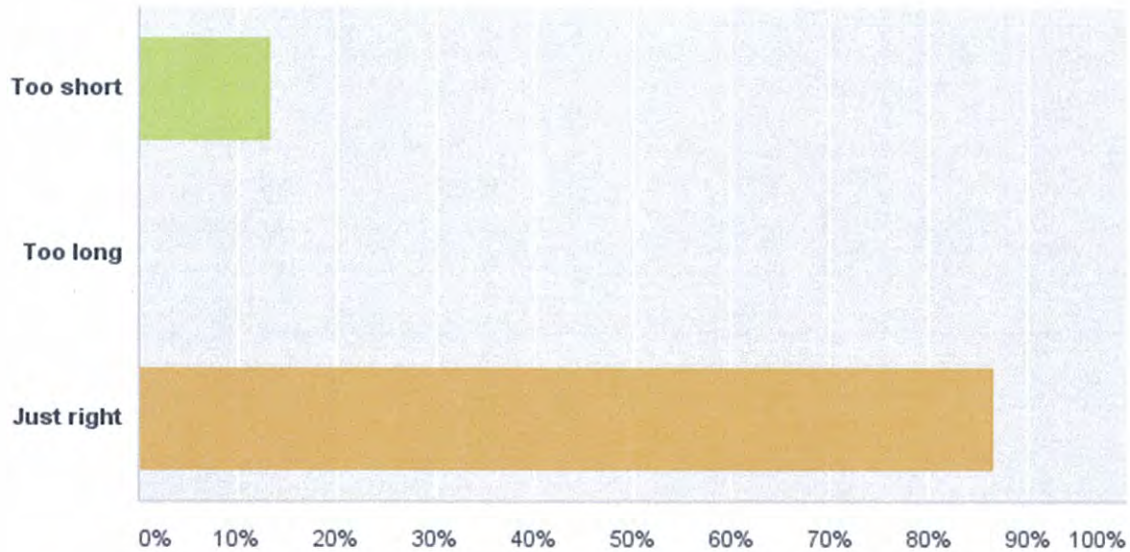
12/11/2015 11:38 AM

"I think it is a great opportunity for the University to partner with our local school districts and foster a better relationship with the community that surrounds us."

12/11/2015 10:48 AM

Q8 Do you think the length of this program was too short, too long, or just right?

Answered: 45 Skipped: 0



Answer Choices	Responses	Count
Too short	13.33%	6
Too long	0.00%	0
Just right	86.67%	39
Total		45

Select Comments for Q8 (total comments = 10):

"Three interactive meeting seemed to "fit the bill!" "

12/15/2015 3:11 PM

"One semester, start to finish, means about three months to accomplish everything. If you plan one interaction per month, it works."

12/15/2015 1:29 PM

"Would be great if spanned over a 4-5 moth period. Be able to separate out the interactions a little more. Allow for more prep time"

12/15/2015 1:20 PM

"Three times a semester is enough to interact with the kids."

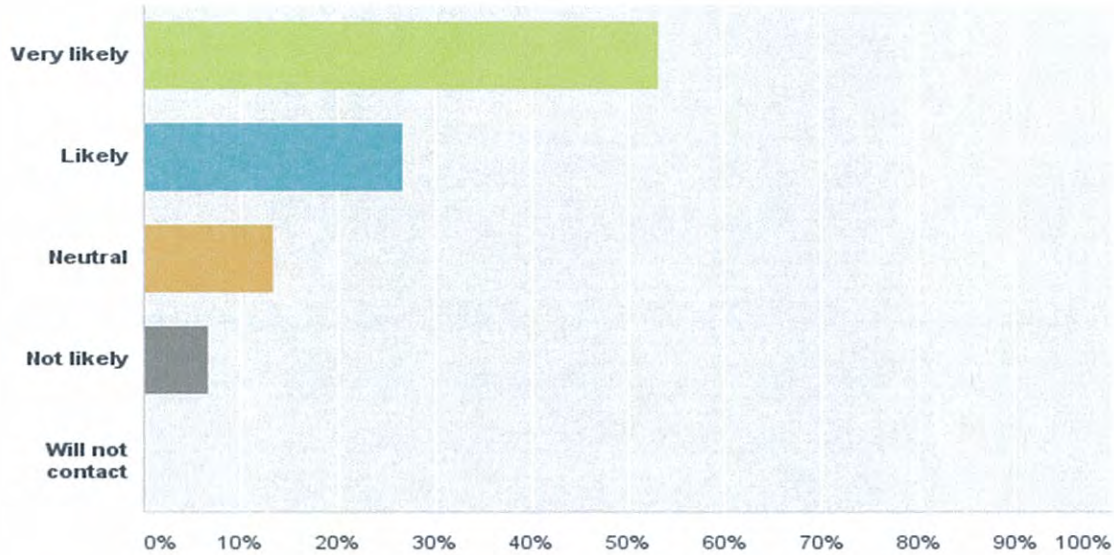
12/12/2015 12:34 PM

"This would be a great program to implement year round. The students would benefit greatly from more interactions with these professors."

12/11/2015 3:26 PM

Q9 How likely are you to contact/consult your Adopt-a-Professor partner(s) in the future?

Answered: 45 Skipped: 0



Answer Choices	Responses	Count
Very likely	53.33%	24
Likely	26.67%	12
Neutral	13.33%	6
Not likely	6.67%	3
Will not contact	0.00%	0
Total		45

Select Comments for Q9 (total comments = 9):

"I have already been giving them advice on some other projects."

12/15/2015 1:34 PM

"I think it's a guarantee."

12/11/2015 6:48 PM

"I feel very comfortable in asking advice and information from my assigned professor. He was easy to work with."

12/11/2015 3:26 PM

"We've already communicated since we finished!"

12/11/2015 9:38 AM

Q10 For K-12 teachers (others please skip question): What impact, if any, did your participation in Adopt-a-Professor have on your students?

Answered: 21 Skipped: 24

Select Comments for Q10 (total comments = 21):

“They had fun. They were able to leave the building and work in a new place. They were engaged and wanted to do a good job.”

12/18/2015 12:16 PM

“They had a great experience. They were engaged, enlightened, and could not wait until the next visit.”

12/15/2015 5:06 PM

“My students really enjoyed getting to have a college professor teaching them and giving them educational things to take home!”

12/15/2015 3:36 PM

“It used the standards and was taught to them in a hands-on way and it was a good change of pace to have the students learning from someone other than myself.”

12/15/2015 1:33 PM

“He brought information in that challenged them to think. After teaching the lesson in which students were to create their own language, I had several students (who on their own) took the lesson even further! That is exciting!”

12/15/2015 1:26 PM

“After completing this program, one student stated that she now knows there are many different careers that she can pursue in science; not just medical. Another student stated that she was really impressed with the animal models and specimens provided for learning from the University. It helped her understand the concept being taught better. Overall, the students were able to experience a college lab and work with equipment that is not available for them at the moment. This left an impression with using more advanced equipment.”

12/11/2015 3:26 PM

“I have had several parents they are seeing a love for science grow in their child. The kids absolutely love the hands on activities.”

12/11/2015 2:10 PM

“They enjoyed it tremendously. They were able to use coding. A few are looking into working with coding for a career.”

12/11/2015 11:26 AM

“Impact was huge-letting students relate to the college campus but also see the content used in our class on a college level was eye opening to many.”

12/11/2015 10:54 AM

“They were able to see what their future might look like with a hands on field trip to areas of interest at the University. They were able to get answers to very difficult questions as our professor was incredibly knowledgeable in his field.”

12/11/2015 9:38 AM

Q11 For K-12 teachers (others please skip question): What impact, if any, did your participation in Adopt-a-Professor have on your teaching practice?

Answered: 18 Skipped: 27

Select Comments for Q11 (total comments = 18):

"We should get out more. Have some guests come in and talk to the students about how they use physics."

12/18/2015 12:16 PM

"I learned more details about the subject and content we were covering."

12/15/2015 4:15 PM

"I learned it is good to bring in people from the community/ other campuses to give the students further learning opportunities."

12/15/2015 3:36 PM

"Participation gave me a few more ideas and strategies that will be useful in my classroom instruction. Also let me know that I am on the right track in what and how I teach my students."

12/15/2015 2:02 PM

"Allowed me to see why strategies college professors uses that I can implement in my classroom."

12/15/2015 1:33 PM

"It gave me access to resources I didn't have before and a way to implement ideas I never could before."

12/11/2015 6:48 PM

"Participating in this program gave me different ideas of strategies that I can implement in the classroom in order to better student understanding. It also help me see how important it is to allow experiences like these to occur in order to promote more opportunities for students to develop desires to move into STEM careers."

12/11/2015 3:26 PM

"Gave me an opportunity to do things with the kids I probably wouldn't have had otherwise."

12/11/2015 2:10 PM

"It encourages me to keep creating innovative lessons and units--my professor was just as excited as I am about making an "applicable to real life unit" for my students."

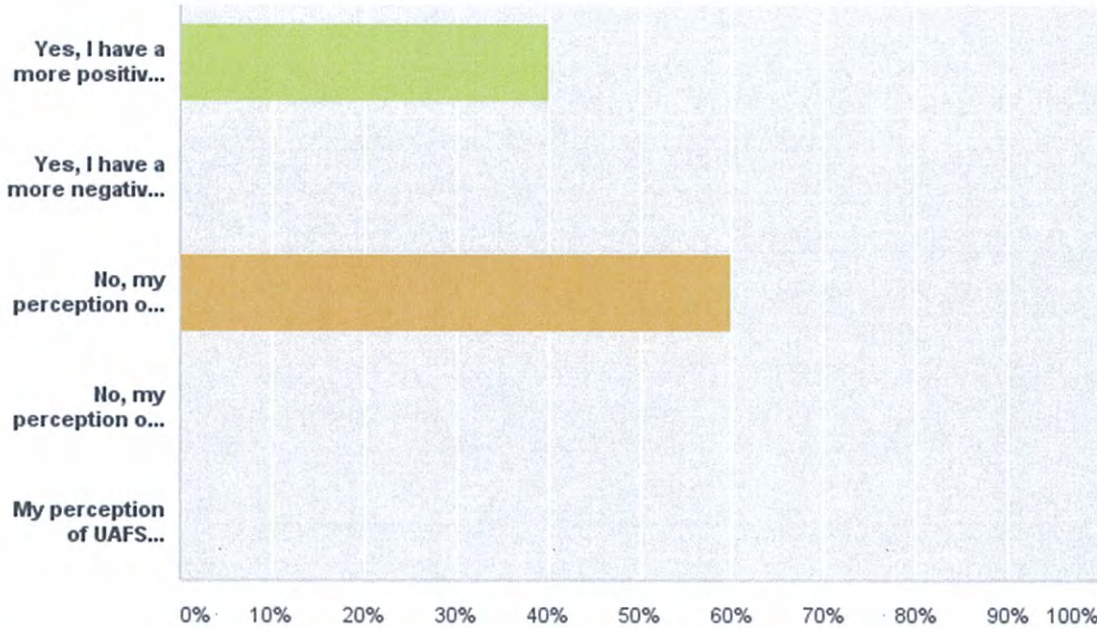
12/11/2015 9:38 AM

"I got some GREAT ideas."

12/11/2015 9:21 AM

Q12 For K-12 teachers (others please skip question): Did participating in Adopt-a-Professor change your perception of UAFS faculty/staff?

Answered: 20 Skipped: 25



Answer Choices	Responses	
Yes, I have a more positive perception of UAFS faculty/staff.	40.00%	8
Yes, I have a more negative perception of UAFS faculty/staff.	0.00%	0
No, my perception of UAFS faculty/staff was and remains positive.	60.00%	12
No, my perception of UAFS faculty/staff was and remains negative.	0.00%	0
My perception of UAFS faculty/staff is neutral.	0.00%	0
Total		20

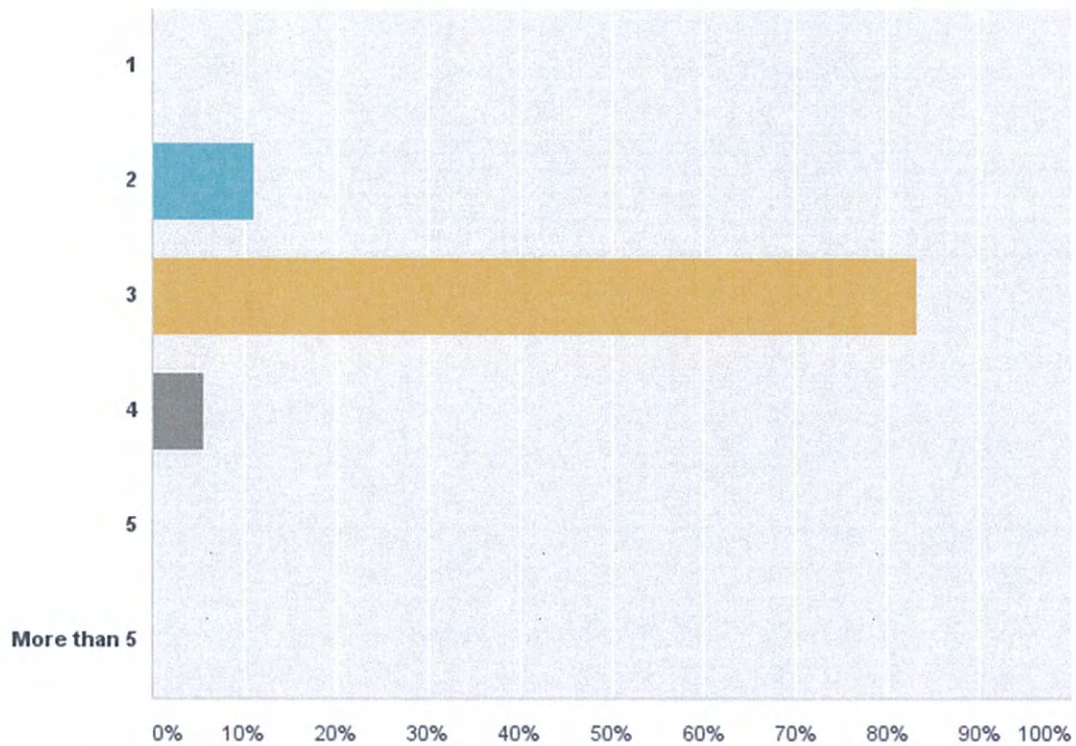
Select Comment for Q12 (total comments = 3):

“You are all so patient and understand. Thank you.”

12/18/2015 12:16 PM

Q13 For UAFS faculty/staff (others please skip question): How many engagements did you have with your K-12 teacher(s) and students?

Answered: 18 Skipped: 27



Answer Choices	Responses	
1	0.00%	0
2	11.11%	2
3	83.33%	15
4	5.56%	1
5	0.00%	0
More than 5	0.00%	0
Total		18

Q14 For UAFS faculty/staff (others please skip question): What impact, if any, did your participation in Adopt-a-Professor have on your teaching practice and/or research agenda?

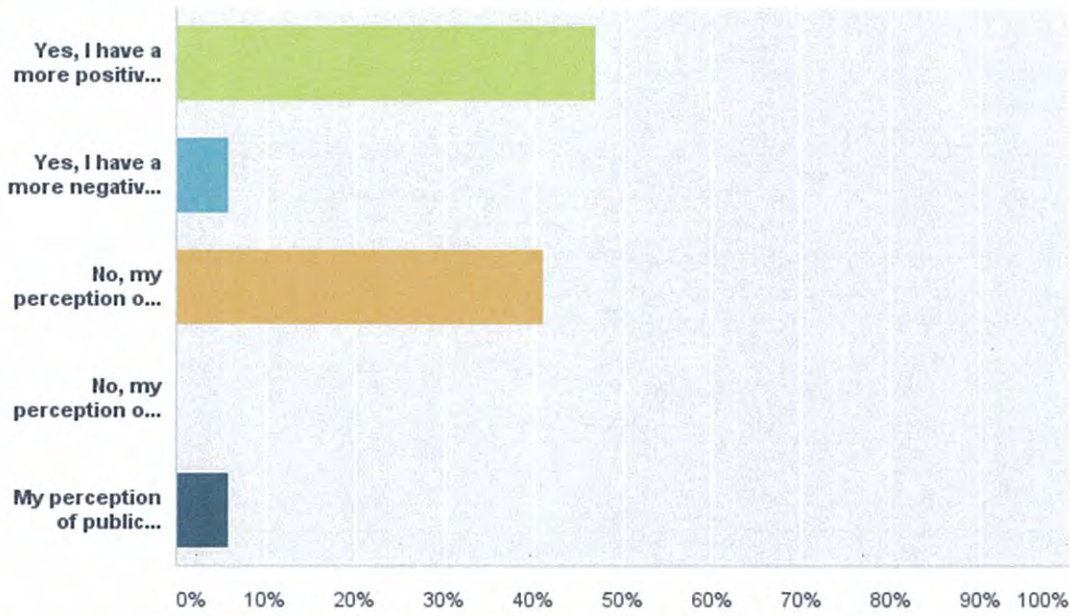
Answered: 13 Skipped: 32

Select Comments for Q14 (total comments = 13):

- "The students all wrote notes to me that expressed a renewed interest in Science."
12/20/2015 2:02 PM
- "Better understanding of my student's educational background."
12/17/2015 12:12 PM
- "My participation has piqued my interest in capturing the impact of our activities on students' attitudes toward science and engineering."
12/16/2015 2:35 PM
- "Presenting to elementary students challenged my abilities to take difficult concepts and simplify them."
12/15/2015 3:11 PM
- "I felt that if we start recruiting students when they are younger we will see a upwards trend in quality and quantity of students entering college."
12/15/2015 1:34 PM
- "I enjoyed the challenge of thinking about teaching to an audience that is much younger than what I typically face--anticipating how they might react, coming up with activities/examples that they would enjoy, etc."
12/15/2015 1:29 PM
- "I realized just how much help some districts need."
12/15/2015 1:20 PM
- "It did not disrupt my normal responsibilities or teaching. It got me to thinking of more things that I could do with these students."
12/11/2015 11:38 AM
- "Being able to impact student's lives before they even reach the college level is wonderful. The program also helps us to see where a lot of our student population is coming from and what their background is."
12/11/2015 11:26 AM

Q15 For UAFS faculty/staff (others please skip question): Did participating in Adopt-a-Professor change your perception of public school teachers and students?

Answered: 17 Skipped: 28



Answer Choices	Responses
Yes, I have a more positive perception of public school teachers and students.	47.06% 8
Yes, I have a more negative perception of public school teachers and students.	5.88% 1
No, my perception of public school teachers and students was and remains positive.	41.18% 7
No, my perception of public school teachers and students was and remains negative.	0.00% 0
My perception of public school teachers and students is neutral.	5.88% 1
Total	17

Comments for Q15 (total comments = 3):

“Our public schools ROCK! Everyday they face an amazingly diverse set of challenges, yet they continue to deliver a consistent, quality service.”

12/15/2015 1:29 PM

“Gained more respect for public educators”

12/15/2015 1:20 PM

“I did not have a negative impression before, but this program confirmed for me that good things are truly happening in the local area.”

12/11/2015 10:32 AM

Q16 For principals (others please skip question): What impact, if any, did your school's participation in Adopt-a-Professor have on your students?

Answered: 5 Skipped: 40

Comments for Q16 (total comments = 5):

“Helped them to increase their appreciation for their content area.”

12/16/2015 7:57 AM

“We had a very positive experience across the board with our students. They were able to see some new and fun things, meet with University faculty, and some got to tour the campus.”

12/15/2015 3:00 PM

“Great exposure to UAFS and the fields of study our students participated in”

12/11/2015 1:39 PM

“Meaningful lessons and activities”

12/11/2015 10:19 AM

“Students feel more comfortable with the idea of higher education and are excited about college.”

12/11/2015 10:14 AM

Q17 For principals (others please skip question): What impact, if any, did your school's participation in Adopt-a-Professor have on your teachers?

Answered: 5 Skipped: 40

Comments for Q17 (total comments = 5):

“They greatly appreciate the support from the university and it excited them about teaching.”
12/16/2015 7:57 AM

“This was really great for our teachers. They now have resources at the University level to contact for assistance. They also learned some new activities to use with students, and may have received materials to use again with future classes!”
12/15/2015 3:00 PM

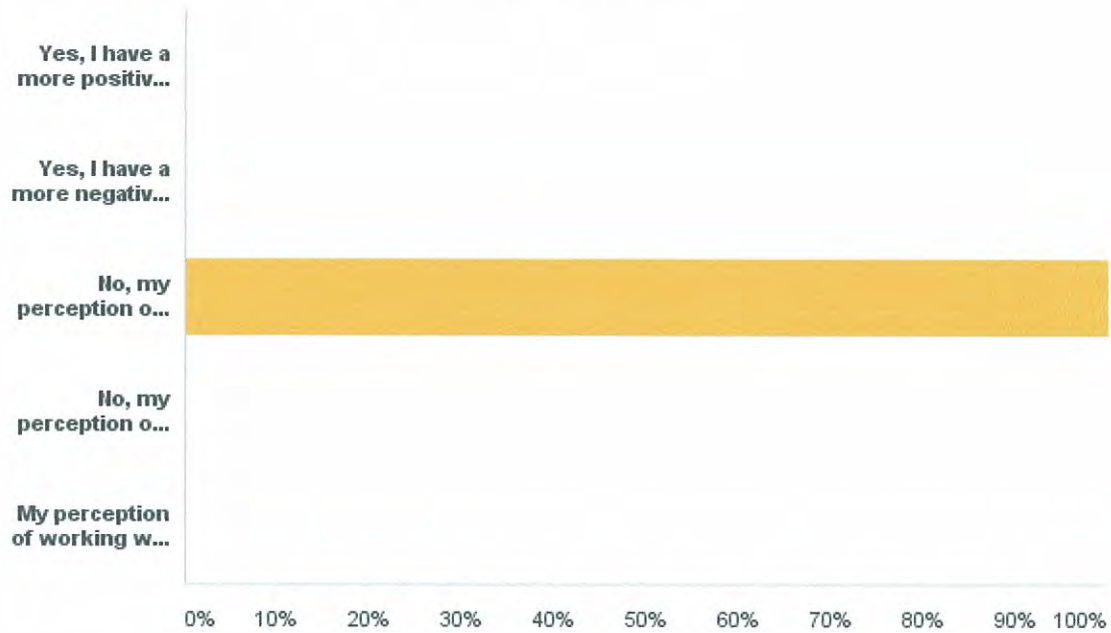
“Great exposure to UAFS and the fields of study our students participated in... they looked forward to gaining new info”
12/11/2015 1:39 PM

“Collaboration and sharing ideas generally benefits teachers and students”
12/11/2015 10:19 AM

“It opened communication between public school teachers and college professors.”
12/11/2015 10:14 AM

Q18 For principals (others please skip question): Did your school's participation in Adopt-a-Professor change your perception of working with UAFS as an educational partner?

Answered: 5 Skipped: 40



Answer Choices	Responses
Yes, I have a more positive perception of working with UAFS.	0.00% 0
Yes, I have a more negative perception of working with UAFS.	0.00% 0
No, my perception of working with UAFS was and remains positive.	100.00% 5
No, my perception of working with UAFS was and remains negative.	0.00% 0
My perception of working with UAFS is neutral.	0.00% 0
Total	5

No Comments for Q18

Q19 For everyone: Do you have any comments not covered by the questions in this survey that you would like to share about your experience with the Adopt-a-Professor initiative?

Answered: 21 Skipped: 24

Select Comments for Q19 (total comments = 21):

“Things I like about this program that I may or may not have mentioned above: 1. Participation is voluntary; 2. Absolute freedom in terms of planning our "learning engagements"; 3. Funding is sufficient; 4. ERZ facilitators are excellent.”

12/16/2015 2:35 PM

“My only other comment, is to reiterate how beneficial I believe this program to be for students, teachers, and hopefully for professors.”

12/16/2015 8:58 AM

“This has been an outstanding opportunity for our community. . . . The benefits of this program will be lasting.”

12/16/2015 8:34 AM

“Loved it! Will do it again as much as possible!”

12/16/2015 7:57 AM

“Great job to all involved!”

12/15/2015 1:29 PM

“I am so grateful for the opportunities and expertise I was able to access for my students. They enjoyed it so much and looked forward to each engagement. Let's do it again!”

12/11/2015 6:48 PM

“All of the children I had contact with want to know when we are coming back“

12/11/2015 11:26 AM

“I really do think that we could partner with more schools and maybe we could have a push from Deans to have more faculty participate. Maybe have someone tag team with a previous adopt-a-professor faculty/staff to mentor the new person. Thank you for this opportunity!!!”

12/11/2015 10:48 AM

“I look forward to seeing this program grow.”

12/11/2015 10:14 AM

Presentations and Research

- October 1-3, 2015—National Network of Educational Renewal, Chico, CA.
- November 5 & 6, 2015—Arkansas Curriculum Conference, Little Rock, AR.
- January 15, 2016—FSPS Secondary Collaboration Conference, Fort Smith, AR.
- February 8, 2016—Arkansas House and Senate Joint Committee on Education, Little Rock, AR.
- March 5, 2016—UAFS Foundation Board
- March 8, 2016—*'Adopt-a-Professor'—A Model for Collaboration in STEM between K-12 and Higher Education* accepted for publication and presentation at Institute of Electrical and Electronic Engineers' (IEEE) Integrated STEM Education Conference at Princeton University, Princeton, NJ.