

2011 Legislative Report

Arkansas Pygmalion Commission on
Nontraditional Education

John Davidson, Chairman

Arkansas Pygmalion Commission on Nontraditional Education 2011 Annual Legislative Report Reporting Period July 2010 through June 2011

Since the time of its creation by **Act 1288 in 1993**, the Arkansas Pygmalion Commission on Nontraditional Education (Commission) has endeavored to meet its **legislative mandate** to “act to focus **public attention**, as a **clearinghouse** for information regarding alternative learning environments, and to ensure that **needed changes** are made in curriculum, instructional approaches, school climate, and organization to improve educational outcomes for at-risk students.” During 2010 and 2011, the **Commission has continued its work within a climate in which understanding and support for alternative education in Arkansas continues to grow but in which much remains to be done.**

Arkansas Educational Television Network (AETN) Documentary

Highlighting **one side of the story about alternative education in Arkansas in 2011**, AETN released a production entitled **Alternative Education in Arkansas**. Producer Marise Nazzaro (<http://www.aetn.org/education/productions/ale>) developed the project, working with Dr. Chris Caram, AETN’s Director of Education whose own dissertation was a study of one of Arkansas’ pioneering alternative education programs. Ms. Nazzaro was motivated by her own experiences. When asked, she candidly describes her own history as a “troubled” teen whose mother managed to get her into an alternative education program. That educational opportunity profoundly and positively changed her direction in life.

While working with several Arkansas alternative education programs featured in the AETN production, Ms. Nazzaro was **struck by the passion she saw among teachers and principals**. “*The kids,*” she found, “*were cared for.*” When she sought out **students with the greatest challenges in traditional classrooms**, she found many who were beginning to **recognize what they could achieve**. “*You could see a light coming on,*” Ms. Nazzaro recalled.



“I believe that being in an alternative program put me on a path that led me to college, and that let me have a career.”

Marise Nazzaro
AETN Producer

While the video was not a commission initiative, the Commission Chair, Arkansas Department of Education (ADE) representative, and Liaison, **appeared in the production**, and it was warmly endorsed by the Commission for the widest possible use and distribution since it coincides perfectly with the commission's goal of informing the public, elected officials, and other educators about Arkansas' alternative education programs. **The ADE representative on the Commission is actively exploring ways to work with AETN to extend this project.**

On the other hand, at almost the same moment, preliminary data from **"Beyond High School, Before Baccalaureate-Meaningful Alternatives to a Four-Year Degree,"** a supplement to *Education Week's Diplomas Count 2011*, published by Editorial Projects in Education, came into the hands of Arkansas educators. The meaning was all too familiar. **Arkansas' high school graduation rate ranks 35th among the 50 states. On each school day in Arkansas, another 63 public school students drop out.**

These contrasting reports, in the view of the Commission, highlight the situation of alternative education in Arkansas in 2011. Much has been accomplished, and educators, public officials, and the general public in Arkansas are becoming aware of the need for effective, alternative education programs. However, **enormous challenges requiring planning, training, and advocacy still persist.**

COMPOSITION OF THE COMMISSION

As designated in **ACT 1288**, the Governor appoints commission members to serve **four-year terms** in positions that **represent stakeholder groups connected to the at-risk students** served in alternative education environments. At present, the membership roster is as follows:

1. Sandy Button - Member at large
2. Amy Daniel - Local school boards of directors (Recommended by Arkansas School Boards Association)*
3. John Davidson - Department of Career Education*
4. Dr. Larry Evans - Physicians and psychologists who specialize in treating children and adolescents (Recommended by the Chief of Staff of Arkansas Children's Hospital)*
5. Vacancy, appointment pending - Physicians and psychologists who specialize in treating children and adolescents (Dr. Charles Feild resigned from this position in May 2010.)
6. Frank Holman - School district superintendents (Recommended by Arkansas Association of Educational Administrators)*
7. Ginny Kurrus – Parents (Recommended by the Arkansas Congress of Parents and Teachers)*

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8. Lori L. Lamb - Department of Education*
 9. Stacey Mahurin - Students with learning disabilities or attention deficit disorder
(Recommended by the Learning Disabilities Association of Arkansas)
 10. Jim Morgan - School principals with alternative education experience (Recommended by Arkansas Association of Educational Administrators)*
 11. Jimmy “Don” Murray - Department of Health*
 12. Henrietta Nelson– Classroom teachers (Recommended by Arkansas Education Association)
 13. Kenny Pennington - School principals with alternative education experience
(Recommended by Arkansas Association of Educational Administrators)*
 14. Brett Smith- Department of Human Services*
 15. Judge Cindy Thyer - Judicial system*
 16. Lillian Williams - Department of Higher Education*

***Commission appointments that expires June 30, 2011**

NOTE: Many past Commissioners continue to provide support and counsel to the Commission, and some attend commission meetings on a regular basis.

The **Commission began calendar year 2011** with its focus shaped primarily by the work of its **three working committees**. The 2010 legislative report listed three main areas of emphasis:

- Continuing to **advocate for needed legislation** in support of alternative education
- **Disseminating information and providing guidance** to alternative education professionals and to the public about best practices in alternative education
- **Supporting professional development** for alternative education staff

When the Commission gathered for its third **meeting** of the year, **held in conjunction with the statewide Arkansas Association of Alternative Educators’ (AAAE) conference**, members had learned that, upon the recommendation of the ADE Commissioner, the Pygmalion **Commission’s entire budget of \$40,000 had been eliminated**. This meant **no funding** would be available for **commission activities and support operations**. The Commission Chair asked for clarification and learned that **no funding would be recommended for 2011 and 2012**.

A group of Commissioners and advisors **met with the ADE Commissioner** requesting that, **instead of total removal of funding, funds to the Commission be cut by an amount similar to budget reduction sought elsewhere** in the ADE budget and throughout the Executive Branch.



The Commission holds its July 2010 meeting in conjunction with the Arkansas Association of Alternative Educators' annual conference at Rogers.

The **ADE Commissioner held to the recommendation of no funds for the Commission.** Since this would have major impact upon the commission's ability to carry out its legislatively mandated work, Commissioners have **spent some time and energy on possible ways to deal with these developments** while also working to **move ahead on its normal agenda.** *This report of commission activities since July of 2010 is best understood in this context.*

LEGISLATIVE AND POLICY DEVELOPMENT COMMITTEE

In the **area of legislation, Commissioners tracked, offered and initiated comments, and communicated with individual legislators and others on three major items** that were on the agenda of the 88th Arkansas General Assembly, which convened on January 10, 2011, and adjourned on April 26. These were **Act 1118**, originally SB81 by Senator Jimmy Jeffress, to **modify and clarify regulations and to increase categorical funding** for alternative education programs in public schools; **Act 1202**, originally SB339 by Senator Jack Crumbly, to **create one or more regional alternative schools for adjudicated youth**; and, finally, on **budget proceedings** that affected alternative education and the Commission.

SB81 was closely monitored by commission members and representatives, including the Commission Chair, the Chair of the Legislative Committee, ADE Commission Representative, and the Commission Liaison. As **Act 1118**, some of its provisions include the following modifications.

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- **Categorical funding** was **increased** for alternative education programs.
 - Re-assignment of alternative education in Arkansas school law's classification system was made so that **alternative education is now regarded as an "intervention" program** (as is special education, distance learning, and gifted and talented programming) and not as a "disciplinary" program. This will require further re-writing of ADE administrative rules and procedures, but the **Commissioners view it as a long-overdue, positive step.**
 - **Multiple pathways toward diplomas** for alternative education students will be explored; these may include greater use of General Education Diploma (GED), College Level Examination Program (CLEP), and testing for mastery.
 - Attendance rules, including definitions and exceptions to the "twenty days" provision are clarified to ensure that **twenty "consecutive" days of attendance are required** before a student's time in an alternative education program is recognized for categorical funding.
 - With exceptions, including those mandated for individuals who are under court supervision, alternative education students will have **access to extracurricular and co-curricular activities on a "substantially similar" basis** with the general student population.

SB339 began with the intent of establishing one or more regional institutions which would be alternative schools for students under court supervision. **As Act 1202**, it ultimately called for a **study of this concept** that would take existing alternative programming, policy, and funding into account as well as study existing "last chance" institutions in Colorado and elsewhere. The Commission Chair was extensively involved in discussions that led to this outcome.

During and before the legislative session, Commissioners initiated a **number of formal and informal contacts seeking reconsideration of the decision to cut direct funding** to the Commission. Former State Representative **Carolyn Pollan**, author of the original bill that created the Commission, **met** with the Commission to help **explore ways to find legislative support** for continued funding and to **identify future directions and initiatives** for the Commission. **In November, the Commission altered its normal meeting schedule to include extended discussion about legislative strategy on this situation and about how the Commission might carry on its work without funding, if necessary.**

During the session, Commissioners initiated **meetings with individual legislators and with various groups**. However, the budget ultimately adopted by the General Assembly followed the recommendation of the ADE Commissioner and the Governor's Office and **eliminated all direct funding to the Commission**. Funds carried over from 2010 will be depleted by August 2011. At that point, the Commission has no support for salary and expenses for the **part-time position** of Commission Liaison or for **reimbursement for commissioners' travel** to commission meetings or any other **related activities**, including site visits and **training**. This will leave commission



*Carolyn Pollen
(center) joins
commission advisors
Dr. Pat Youngdahl
(left) and Carolyn
Jones (right) at the
September 2010
Commission meeting.*

members in the position of **covering their own expenses** or, in the case of some, **asking the agencies or organizations they represent for support** for their commission-related expenditures. In the past, Commissioners have **not been successful in seeking such reimbursements**.

The **Legislative and Policy Development Committee continues to monitor legislation and administrative policy at the federal level**. The “**Common Core Standards**” now in existence will play a significant role in all matters that have to do with the **flow of federal dollars to local education agencies**, and “**accountability**” in all program components will receive **greater and greater emphasis**. In this connection, both the Arkansas Senate and House of Representatives have adopted resolutions supporting the “**Whole Child**” philosophy, and the Commission has endorsed efforts to **urge implementation of that approach in all Arkansas school districts**. In its simplest form, the concept means that, in addition to **measuring academic progress**, **schools will structure their programming to positively affect and measure each student’s progress toward being “healthy, safe, engaged, supported, and challenged.”**

The Commission has also endorsed and continues to monitor progress in the area of working relationships between Arkansas alternative education programs and workforce development training under the **Jobs for Arkansas’ Graduates (JAG)** program, an affiliate of the national Jobs for America’s Graduates program. In particular, **36 Arkansas school districts are emerging as a national model** for how alternative education and JAG programs can work together. In this model, alternative education staff take JAG training in curricular approaches, data collection and management, techniques for working with area employers, and related areas, becoming, in effect, JAG representatives. **Now in development, a manual based on Arkansas’ work in this area is slated for national use**. Additional JAG information can be found at <http://www.jag.org/>.

COMMUNICATIONS AND PUBLIC RELATIONS COMMITTEE

Under the leadership of the **Communications and Public Relations Committee**, Commissioners have continued to focus on communications and advocacy efforts directed toward both the alternative education and public education community and to the public in general. In order to become able to more clearly identify and describe needs, problems, and opportunities for alternative education programs in Arkansas, a **major initiative of the Commission over the past year has been its formulation of a list of “indicators” of the “health” of Arkansas’ alternative education programs.** This language refers to a program’s ability to **recognize and help remove barriers** that may **prevent students from achieving personal capacity and academic mastery** and from **acquiring skill sets that will allow them to function successfully** in the workplace and in further schooling.

As a first step, Commissioners **identified a list** of such barriers that can be quantified and that are virtually certain to **appear within alternative education student populations.** This list may be expanded in the future, but its purpose is to begin to **establish a set of baseline data.** These data will be **collected** from annual reporting by alternative education programs and will be **combined with information** that can be gathered on programming, staffing, evaluation, and support practices in alternative education programs. This will make it possible, **over time, to identify those programs with higher rates of success** in dealing with these barriers and offering their students the best chance for success in studies and in the workplace. It is assumed that no program will exemplify best practices for every kind, size, and variation of alternative education need, but the goal will be to **identify exemplary components** in existing program that can **serve as models.**

The commission’s unique **capacity to develop such a list of “indicators” arises directly from the intent of its founding legislation.** Commission positions are allocated to representatives of professions, agencies, and interest groups that have **particular expertise and interest** in the **components** that go into **designing an effective alternative education program,** i.e., education professionals and agencies’ representatives at all levels and in a range of specialties, pediatric and public health professionals, court system representatives, human and social service agency representatives, parents, and school boards. Collectively, Commissioners can **review and select these indicators based on their experience, insight, and training.** Initially, the commission’s task will be to **assemble baseline data** in these categories. In subsequent years, **comparisons of year-by-year data will enable Commissioners and others to recognize trends that will impact policy and procedure development.**

After a process of nominating, reviewing, and editing, Commissioners adopted the following *list of indicators.* This list is recommended for **inclusion in the new qualifiers concerning alternative education student barriers.** (Wherever possible, relevant results from the survey displayed as **Addendum I** will be referenced below.)

- **Pregnancies and/or parental status**
(More than half of responding programs reported at least one pregnant student enrolled, and 63% reported having at least one student enrolled who is a parent.)

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- **Tobacco use rates**
(Half or more of the students used tobacco in more than one third of programs responding.)
 - **Identified and documented language-learning disabilities**
(Fewer than 4% of students enrolled in three-quarters of responding programs are identified as having these disabilities.)
 - **Availability of annual flu shots**
 - **Availability of annual vision/hearing screenings**
 - **Graduation rates**
 - **Student retention rates, attendance rates, discipline referral rates**
 - **Rates of staff turnover in alternative education programs**
 - **Poverty status and family unit/living arrangements**
(88% of students enrolled in half of the reporting programs are eligible for free or reduced-cost lunches, and only 22% of the reporting programs said that half or more of their students lived in a two-parent home.)
 - **Delinquency adjudication**
(17% of reporting programs said that half or more of their students were on probation.)
 - **Insured status**
(More than half of the students in more than 50% of the reporting programs have health insurance.)
 - **Language minority status**
(80% of programs responding reported that 5% or fewer of their students were not native English speakers.)

An initial attempt to collect data directly from alternative education programs that will quantify the presence of these “**barrier indicators**” was carried out by ADE’s Alternative Education Unit staff and the Commission Liaison. This effort consisted of a survey instrument sent to all public school alternative education programs in the state (**Addendum I**). One hundred and seven (107) programs responded, and the results of the survey appear as **Addendum II** to this report, **the 2010-2011 Pygmalion Commission At-Rick Survey Summary**.

Some time will be needed before this process of gathering data will yield results that can be **analyzed for changes over time**. Even now, however, Commissioners and others engaged in trying to understand and provide for Arkansas’s alternative education students are not entirely

without **reliable samples of directly related data**. One such sampling can be found in a recent survey of alternative education students in the “**JAG in ALE**” configuration discussed in an earlier section of this report. Of **362 such students surveyed as of June 1, 2011**, the following results were reported:

Of every 10 alternative education students,

- *5 lived in families who received some type of government assistance (Welfare, Public Assistance free lunch or Supplemental Security Income),*
- *2 were one or more modal grades behind peers,*
- *2 had repeated a grade in high school,*
- *4 were deficient in basic skills,*
- *5 have a past record of excessive absences verified by school officials,*
- *5 have been suspended, expelled, or placed on probation during high school,*
- *3 had mothers who did not graduate from high school,*
- *3 had fathers who did not graduate from high school, and*
- *7 lacked any marketable occupational skills.*

These same students, however, want to do well and have dreams for their futures.

Of every 10,

- *8 plan to graduate from high school,*
- *1 plans to complete a GED,*
- *3 plan to work full time,*
- *6 plan to attend post secondary college or training, and*
- *1 plans to join the military.*

While the “JAG in ALE” sampling did not include Arkansas’ entire alternative education population, **it does represent the kind of data that is only recently becoming available to Arkansas’ alternative educators**. Some data, including figures that do track trends among all of Arkansas’ reported alternative education students, are becoming available as the **Alternative Education Unit of ADE builds a database focusing on alternative education students and**

programs. The following **trends**, which track efforts by alternative education programs to help students overcome barriers, are among those **currently reported by that unit**:

- From 2006 through 2010, alternative education students in **all grades have shown significant growth in the proportionate numbers of students testing at levels of “proficient” or higher in literacy and math.**
- **In math, the rate of alternative education students reaching proficiency has increased by 13%, and in literacy testing, the proficiency rate has increased by 11%.**
- The greatest improvement in proficiency rates occurred in the primary grades. **Proficiency levels in math and literacy among alternative education students in those grades more than doubled over the past four years.**
- In **secondary** grades, **proficiency levels in algebra increased by 8%, in geometry by 13%, and in literacy by 12%** over the same period.
- In the three years from 2008 to 2010, **5,004 alternative education students in Arkansas were awarded either a high school diploma or a GED. About 60% of these were high school diplomas, and about 40% were GEDs**, with a significantly greater proportion of high school diplomas being awarded in 2010. Over their projected lifetimes, these graduates will realize significant economic benefits resulting from their completion of a high school diploma. Our **state’s economy and tax base will also benefit substantially from the students’ educational achievements.**

Estimating how many of these graduates would have received any kind of diploma without access to an alternative education program would be pure speculation. However, it is safe to say, based on criteria for entering alternative programs, that **almost all of these students were at risk for non-completion.** It is also safe to assume that they all found, in alternative programs, the help they **needed to overcome whatever barriers to this level of academic achievement they faced.**

The **Commissioners strongly endorse the record-keeping and reporting efforts that have begun to generate these kinds of alternative-specific data** and plan to **make full use** of these kinds of studies in future **communications efforts and policy recommendations.**

Establishment of Commission Website

Another significant initiative in the area of communications has been the development of a website for the Commission. Over the past year, the Commissioner representing ADE and the

Commission Liaison have worked with the EAST Lab program director, Aaron Chastain, and student project leader, Dalton Makamson, at Leftwich High School in Magazine, Arkansas, to establish a website that will offer information about alternative education in Arkansas.



Pygmalion Commission website designer, Dalton Makamson (center right), receives an award from Joseph K. Wood, Deputy Secretary of State, as EAST Lab instructor, Aaron Chastain (middle, right center) and two Commissioners, Jim Morgan (center back) and Lori Lamb, watch.

The site, expected to be **launched in the fall of 2011**, will be useful to students, parents, education professionals, government officials, and members of the general public. It is also **designed to be a source for alternative education exemplary program information, technical assistance, and contact** information for districts interested in starting or improving an alternative education program. The site will be **hosted by Arkansas Department of Information Systems**. Commissioners requested and received formal recognition from the Office of the Secretary of State for Dalton Makamson's work on the site.

Designating Exemplary Components in Alternative Education Programs

During its November 2010 meeting, Commissioners agreed that **“exemplary” components of alternative education programs around the state should be formally and publicly recognized**. This would serve two purposes. First, educators with alternative education **programs needing help would be able to locate the nearest programs where they could find guidance and**

examples of best practices. Second, publicity about exemplary program components would be yet another **means of educating the general public** about the purposes, effectiveness, and availability of alternative education resources and programs.

As a follow-up to this decision, the Commissioner representing ADE and the Commission Liaison chose to visit the alternative school within the Harrison School District, which has long served as a resource for alternative education programs in development in the Ozark region and beyond. In the course of approving the idea of recognizing Harrison's program for its long and distinguished service, Commissioners and advisors **recognized a need to establish a standing process for identifying "exemplary" components in alternative education programs that can serve as models or as mentors for programs in need of development or revision.** In response, ADE staff and the Commission Liaison developed an **application process**, through which any existing alternative education program could submit a **request for designation** as a **program with exemplary components** based on basic **effectiveness** in its programming, **adherence** to law and administrative requirements, use of good **professional practices**, and are exemplary in some designated areas or **components** of programming and practice. The application form is included as **Addendum III.**

During April of 2011, guidelines for this application process were announced, and by the time of a mid-May deadline, **17 applications from established programs** in all parts of the state were submitted and are listed in **Addendum IV.** Those applications are being reviewed at the time of this writing, with each one being evaluated by at least three Commissioners. **Summaries and some form of digital tour or description** of each designated exemplary program will be **available on the commission website**, allowing personnel from any program needing assistance to **find the best possible match** for description, size, or location, and excellence in one or more components. As with other sections of the website, these presentations will also be accessible to parents, students, educators, or interested persons. **Once an initial group of exemplary programs is established, the application process will remain open on a continuing basis.**

"i3" Innovations in Education Initiative Update

As related in the **2010 Legislative Report**, the Commissioner representing ADE and the Commission Liaison, upon approval by the Commission, responded to an invitation to join a three-state consortium in a proposal for federal funding under a US Department of Education initiative called Investing in Education (i3). The consortium was led by the Oklahoma Technical Assistance Center (OTAC) and included Arkansas, Oklahoma, and Texas. Funding would have given 25 to 30 rural Arkansas alternative education programs access to staff providing targeted technical assistance; professional development training for alternative education staff; information technology, distance learning equipment, and connectivity; and intensive evaluation.

In 2011, no **proposals for any rural areas were funded under this initiative**, and most of the proposals funded were from universities. The OTAC proposal was **ranked seventh by proposal evaluators, but it was not funded because of a need to "establish appropriate baselines."** In

recent weeks, US Department of Education officials contacted OTAC and invited the **consortium to re-apply for funding in the next cycle**, suggesting that the baseline issue could be resolved. The **proposal is being prepared for re-submittal**.

PROFESSIONAL DEVELOPMENT AND TRAINING COMMITTEE

Of the three areas of emphasis, **Professional Development and Training was the most immediately and deeply affected by the decision to withhold direct funding to the Commission**. One **(1) academy session was held** in Walnut Ridge in October of 2010. Fifty-eight **(58) alternative education program staff members** representing 23 school districts **attended**, and the focus was on core subject matter (English, math, history, science) instruction. **Without financial support through the Commission, no other training sessions for alternative education personnel were held within the past year**, and, as of the time of this report, **no other sessions are planned**. In July 2010, the Commission asked the **AAAE to survey alternative education personnel to determine training needs**.

Survey results identified the following training priorities:

- **Integrating Arkansas Department of Education curriculum standards into the alternative education classroom format**
- **504 plan development for alternative education directors/lead teachers**
- **Best practices in science, social studies, math, and language arts**
- **Preparing students for re-entry into regular classrooms or other education settings**
- **Training in content areas other than math, science, language arts, and social studies**
- **Socialization**
- **Respect**
- **Special Education**
- **Working with pregnant students**
- **Drug terminology**
- **Bullying**

The Commission Chair forwarded the above **survey results** to the ADE Commissioner, **inquiring how requested training would be funded**. To date, *no response has been received*.

Professional Development has been an ongoing priority of the Commission since its creation. The decision to remove this vital funding source of professional development for alternative education staff has **created a lack of training opportunities in areas of classroom management and instructor support.** These needs have not been addressed with funding from the ADE. Contrary to generally held assumptions, **schools districts have not used their professional development funds for training for alternative education staff.**

In the formulation of training content for alternative education staff, the **Commission endorses ADE's "Common Core State Standards,"** an initiative coordinated by the National Governor's Association Center for Best Practices and Council of Chief State School Officers but **urges policy makers and educators to embrace an additional category of goals and practices** exemplified by programs such as the **Boy's Town Educational Model, Aggression Replacement Training, JAG Leadership and Self-Development Competencies, and the "Why Try" philosophy.** Common Core, properly and productively, emphasizes standards **that align with college and workplace expectations, are consistent and evidence-based, and emphasize application of knowledge.**

For a student facing the kinds of barriers that are common to the typical alternative education enrollee - in fact, for all students in one degree or another - **progress in these kinds of academic and workplace competencies will not be possible without training that focuses on personal skills and attitudes, coping and interaction skills, and the ability to visualize and make better choices.** All of the other models mentioned above feature **proven methods for reducing destructive behavior, increasing productivity in the classroom** and elsewhere, building a base for **ethical and productive decision-making,** and developing the **potential for leadership.** Based on research and established practice, these are **competencies that are identifiable, teachable, and essential to success for the alternative education student population,** as well as the general student population.

CONCLUSION

2010 - 2011 has proven to be a **transitional year** for the Pygmalion Commission, and it is accurate to report that **alternative education programming in Arkansas is also in transition.** Although some **school officials have still not grasped the difference between genuine alternative education programs and punitive, isolation measures,** the establishment of **categorical funding for alternative programming has brought about dramatic change across the state.** The idea of a **separate program designed to help remove barriers** for students who are at risk for failure in standard classrooms has **generally taken hold,** and the **ADE has a distinct, albeit small, unit dedicated to guiding and monitoring alternative programs.**

These **gains are, however, fragile.** *Professional development for alternative education staff has no funding base, and pre-service training and endorsement programs for teacher certification in alternative education are nonexistent.* ADE alternative education staffing is far from **adequate to provide necessary training, guidance, and monitoring** for all of the state's alternative education programs. The AAAE conducts an excellent round of short workshops but only for those who are able to attend its annual conference.

In terms of advocacy, the **Commission is the only statewide advocacy group that is able to speak directly and freely to legislators, other state officials, and to the general public in the interests of students who need alternative education programming.** The Alternative Education Unit of ADE must, quite properly, reflect ADE policy, and AAAE members are almost all employees of school districts and, once again, appropriately constrained to reflect district policy. Even though most of the Commissioners work for state agencies, when they function as members of a legislatively-mandated advocacy group for alternative education, they are able to speak with a relatively independent, collective voice.

For these reasons, **even with the termination of direct funding to the Commission, its members have continued to deal with its chosen issues of (1) Legislative and Policy Development, (2) Communications and Public Relations, and (3) Professional Development and Training.** Members have intensified their efforts to **communicate with legislators, public officials, and the general public**; to seek stronger **collaboration with workforce development** and other compatible programs; to promote **stronger professional development and staff training** as well as alternative education **endorsement programs for alternative education staff**; and to **establish a coherent database** that will allow Commissioners and others to base recommendations for policy and practice on documented experience.

Within these areas of emphasis – and without once again reciting each significant activity described in this report – some highlights include:

- Establishing a list of **indicators of barriers** to student success and practices that can overcome the barriers and fostering a process by which data about these indicators can be collated from a variety of sources and analyzed from an alternative education perspective,
- Launching an effort to identify existing alternative education **programs that have exemplary components** and that are willing to serve as resources and guides for school districts with developing programs, and
- Capitalizing upon events such as the release of the AETN production described in this report and, even upon attention generated by the de-funding of the Commission, to broaden and redouble efforts to **communicate and advocate effectively to policy makers and to the general public about the needs of alternative education students.**

As the Commission moves forward with a substantial complement of newly-appointed and re-appointed members and without direct funding, it will seek new ways of carrying out its legislative mandates, its own three-pronged agenda, and any new tasks in behalf of Arkansas alternative education students and the programs that serve them.

ADDENDUM SECTION

- I. Survey Questionnaire Form**
- II. Survey Results - At-Risk Indicators**
- III. Applications - Exemplary Recognition**
- IV. List of Programs Submitting Applications**

ADDENDUM I

AT-RISK SURVEY QUESTIONNAIRE

1. How many female students were pregnant?

- 0 6
- 1 7
- 2 8
- 3 9
- 4 10 or more
- 5

2. How many students (both male and female) were teenage parents?

- 1 6
- 2 7
- 3 8
- 4 9
- 5 10 or more

3. Of the students who were parents, how many had only one child?

- 1 6
- 2 7
- 3 8
- 4 9
- 5 10 or more

4. Of the students who were parents, how many had more than one child?

- 1 6
- 2 7
- 3 8
- 4 9
- 5 10 or more

5. What percentage of students to your knowledge, smoked or used other tobacco products?

- 5% or less 30%
- 10% 35%
- 15% 40%
- 20% 45%
- 25% 50% or more

6. What percentage received special education services?

5% or less	25%
10%	30%
15%	35%
20%	40% or greater

7. What percentage of students qualified for the free or reduced lunch program?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or greater
25%	

8. What percentage of students lived in a single parent household?

5% or less	30%
10%	35%
15%	40%
20%	45%
25%	50% or greater

9. What percentage of students lived in a home with two parents?

5% or less	30%
10%	35%
15%	40%
20%	45%
25%	50% or greater

10. What percentage of students lived with grandparents?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or more
25%	

11. What percentage of students lived with extended family?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or more
25%	

12. What percentage lived with non-family or independently?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or greater
25%	

13. What percentage of students was classified as homeless?

0%	30%
5% or less	35%
10%	40% or higher
15%	
20%	
25%	

14. What percentage of students was on probation?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or more
25%	

15. What percentage of students was in the juvenile justice system for FINS or dependency/neglect?

0%	30%
5% or less	35%
10%	40%
15%	45%
20%	50% or more
25%	

16. What was the percentage of students where another language other than English was the primary language in the home?

0%	30%
5% or less	35%
10%	40% or greater
15%	
20%	
25%	

17. What percentage of students had some form of health insurance?

0%	30%
5%	35%
10%	40%
15%	45%
20%	50% or greater
25%	

18. What percentage of students was employed?

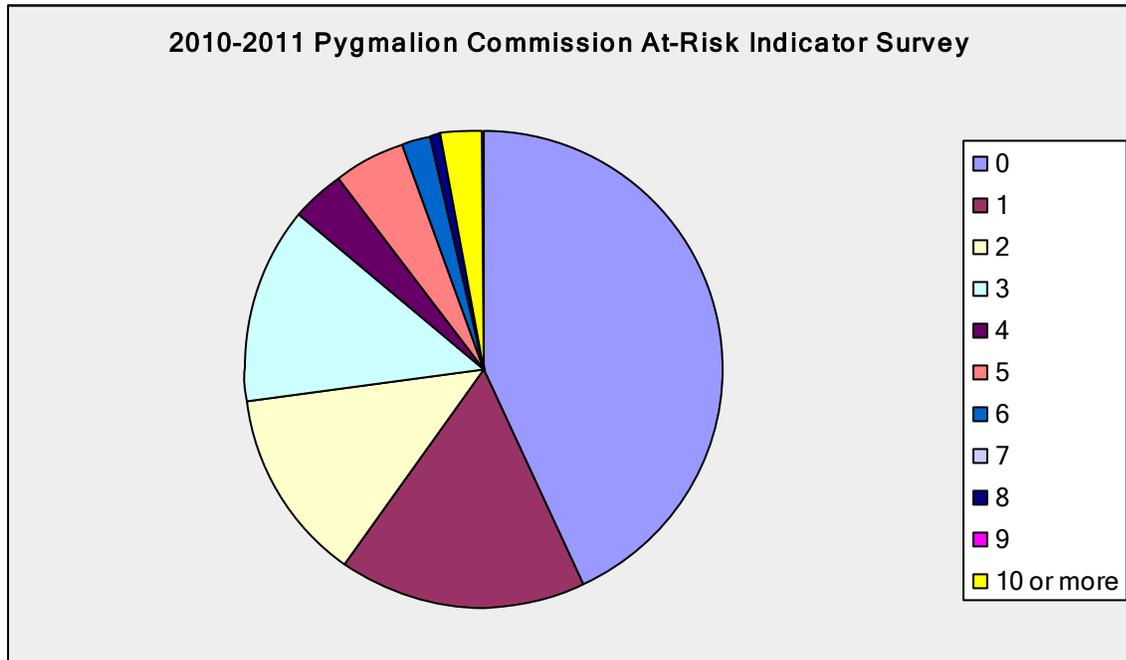
0%	30%
5%	35%
10%	40%
15%	45%
20%	50% or more
25%	

ADDENDUM II

2010-2011 Pygmalion Commission At-Risk Survey Summary

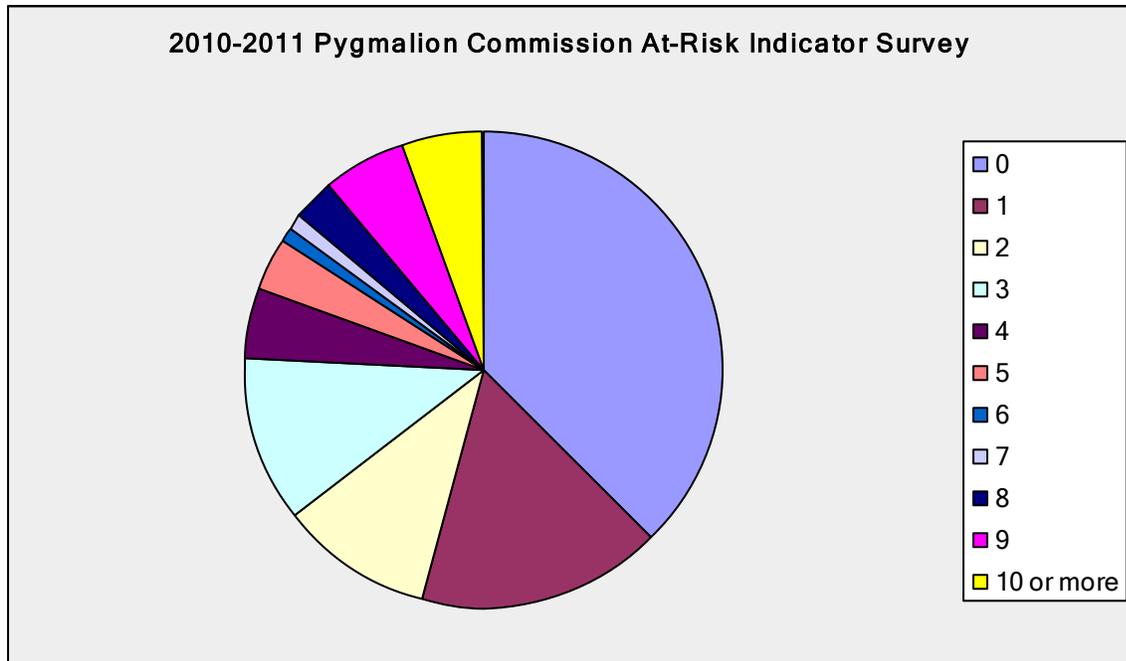
Question 1

How many female students were pregnant?		
Answer Options	Response Percent	Response Count
0	43.0%	46
1	16.8%	18
2	13.1%	14
3	13.1%	14
4	3.7%	4
5	4.7%	5
6	1.9%	2
7	0.0%	0
8	0.9%	1
9	0.0%	0
10 or more	2.8%	3
<i>answered question</i>		107
<i>skipped question</i>		0



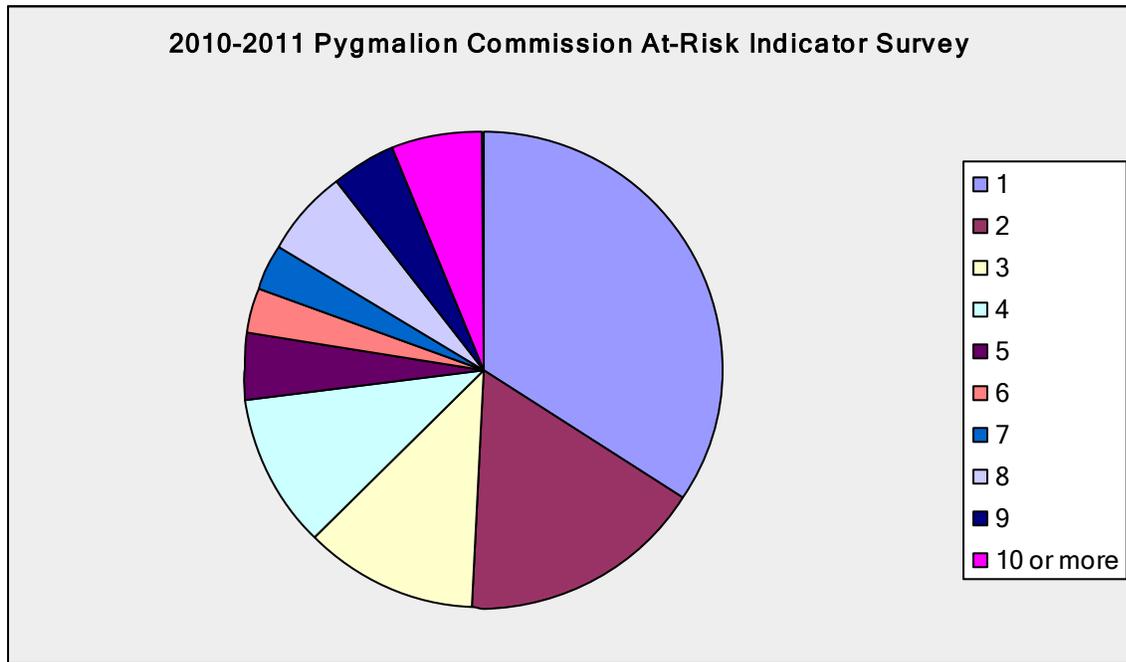
Question 2

How many students (both male and female) were teenage parents?		
Answer Options	Response Percent	Response Count
0	37.4%	40
1	16.8%	18
2	10.3%	11
3	11.2%	12
4	4.7%	5
5	3.7%	4
6	0.9%	1
7	0.9%	1
8	2.8%	3
9	5.6%	6
10 or more	5.6%	6
<i>answered question</i>		107
<i>skipped question</i>		0



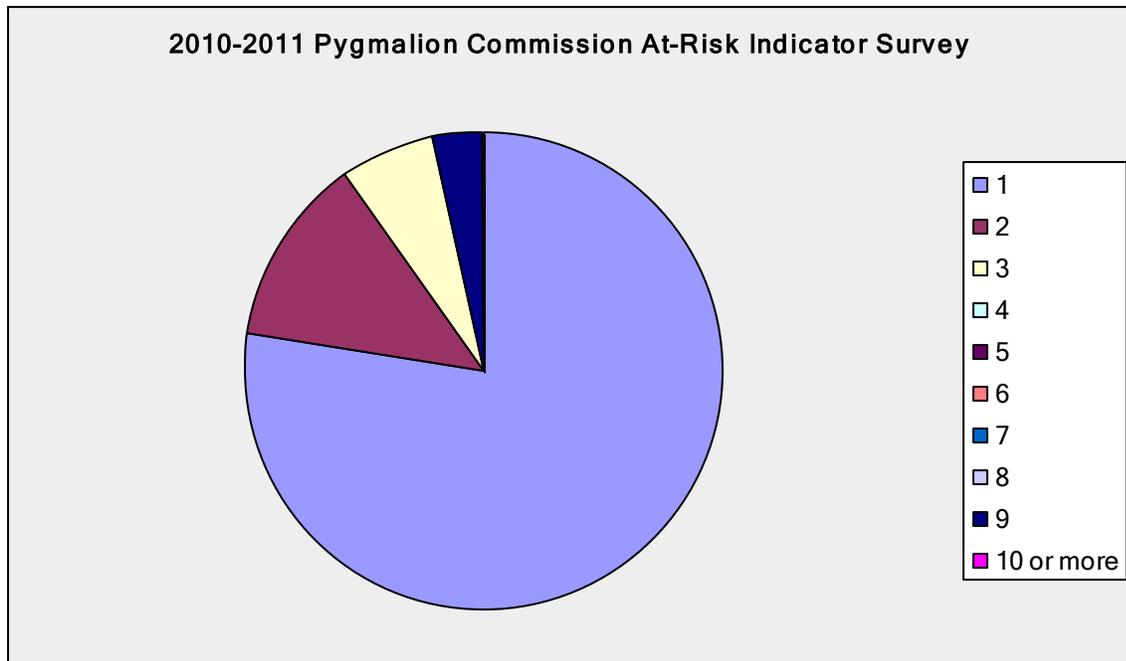
Question 3

Of the students who were parents, how many had only one child?		
Answer Options	Response Percent	Response Count
1	34.3%	23
2	16.4%	11
3	11.9%	8
4	10.4%	7
5	4.5%	3
6	3.0%	2
7	3.0%	2
8	6.0%	4
9	4.5%	3
10 or more	6.0%	4
<i>answered question</i>		67
<i>skipped question</i>		40



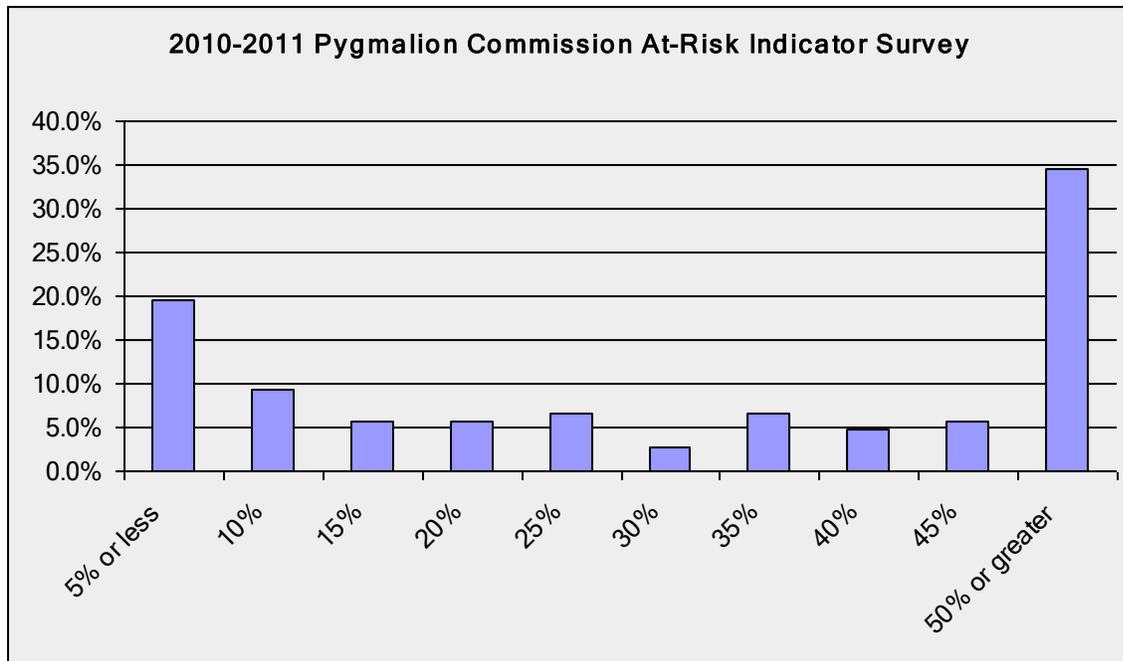
Question 4

Of the students who were parents, how many had more than one child?		
Answer Options	Response Percent	Response Count
1	77.4%	24
2	12.9%	4
3	6.5%	2
4	0.0%	0
5	0.0%	0
6	0.0%	0
7	0.0%	0
8	0.0%	0
9	3.2%	1
10 or more	0.0%	0
<i>answered question</i>		31
<i>skipped question</i>		76



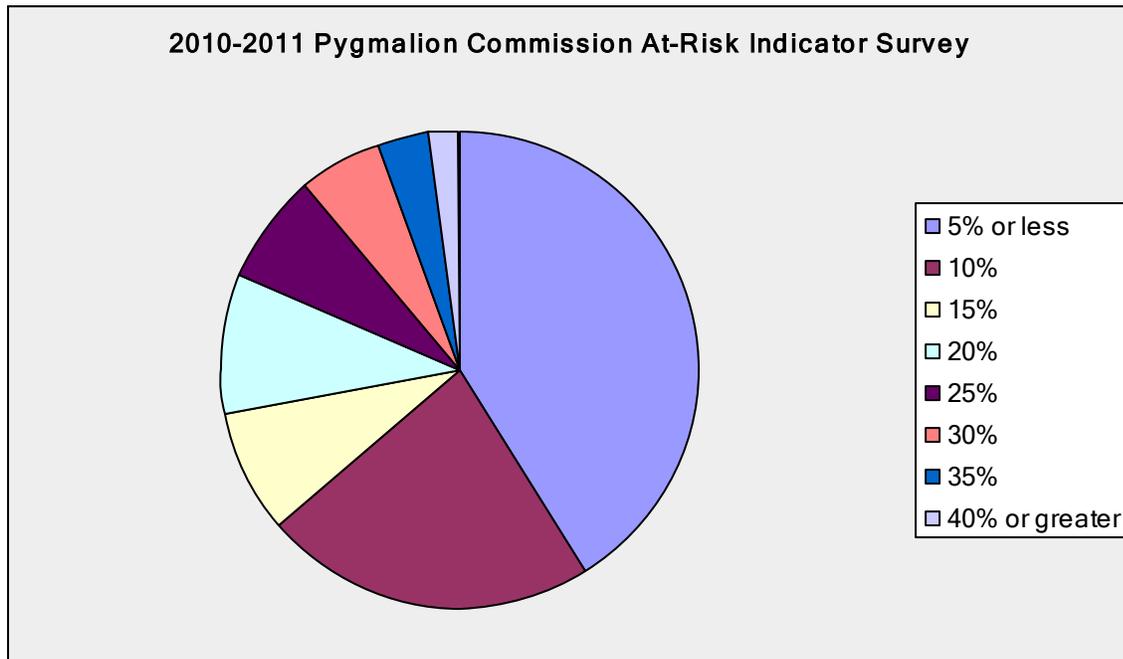
Question 5

What percentage of students to your knowledge, smoked or used other tobacco products?		
Answer Options	Response Percent	Response Count
5% or less	19.6%	21
10%	9.3%	10
15%	5.6%	6
20%	5.6%	6
25%	6.5%	7
30%	2.8%	3
35%	6.5%	7
40%	4.7%	5
45%	5.6%	6
50% or greater	34.6%	37
<i>answered question</i>		107
<i>skipped question</i>		0



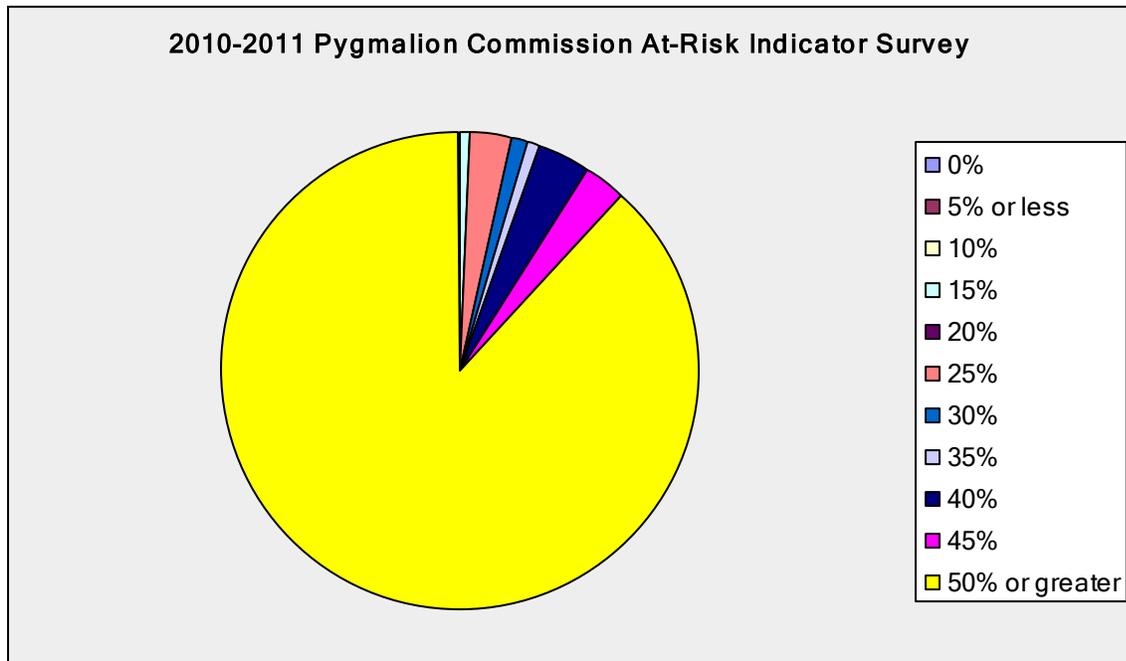
Question 6

What percentage of students received special education services?		
Answer Options	Response Percent	Response Count
5% or less	41.1%	44
10%	22.4%	24
15%	8.4%	9
20%	9.3%	10
25%	7.5%	8
30%	5.6%	6
35%	3.7%	4
40% or greater	1.9%	2
<i>answered question</i>		107
<i>skipped question</i>		0



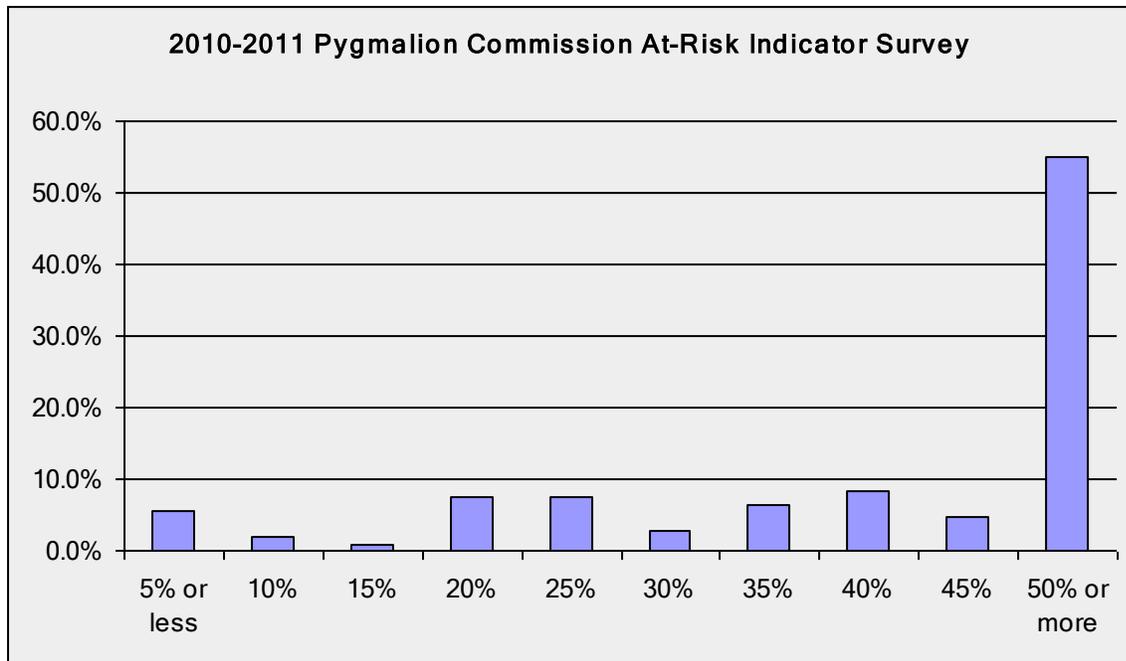
Question 7

What percentage of students qualified for the free or reduced lunch program?		
Answer Options	Response Percent	Response Count
0%	0.0%	0
5% or less	0.0%	0
10%	0.0%	0
15%	0.9%	1
20%	0.0%	0
25%	2.8%	3
30%	0.9%	1
35%	0.9%	1
40%	3.7%	4
45%	2.8%	3
50% or greater	87.9%	94
<i>answered question</i>		107
<i>skipped question</i>		0



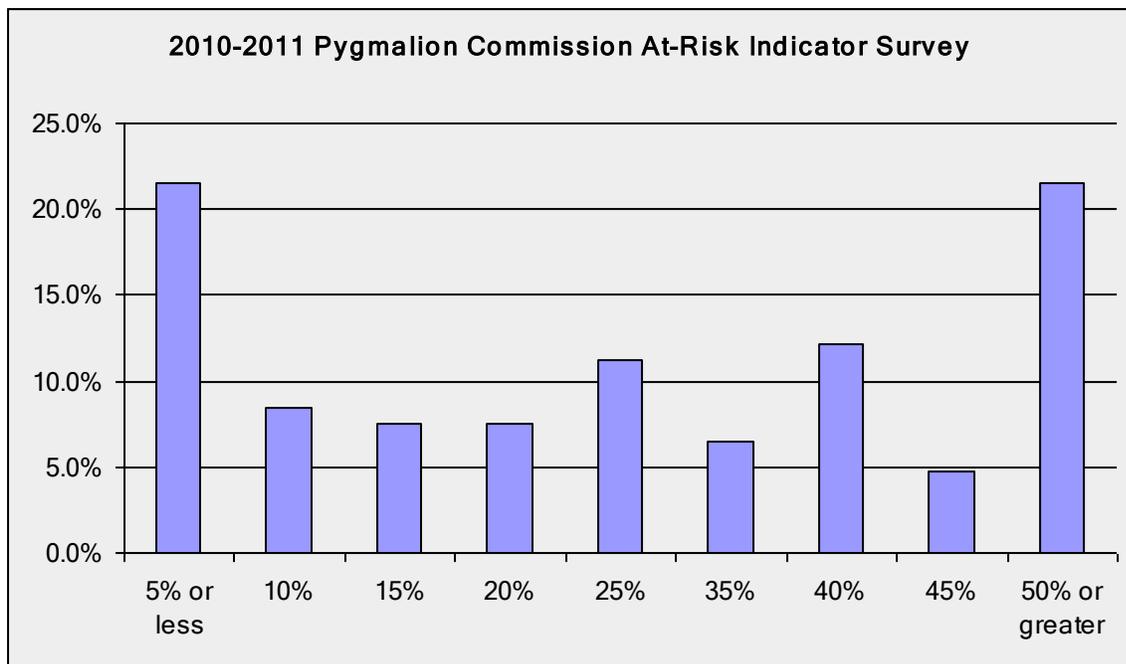
Question 8

What percentage of students lived in a single parent household?		
Answer Options	Response Percent	Response Count
5% or less	5.6%	6
10%	1.9%	2
15%	0.9%	1
20%	7.5%	8
25%	7.5%	8
30%	2.8%	3
35%	6.5%	7
40%	8.4%	9
45%	4.7%	5
50% or more	55.1%	59
<i>answered question</i>		107
<i>skipped question</i>		0



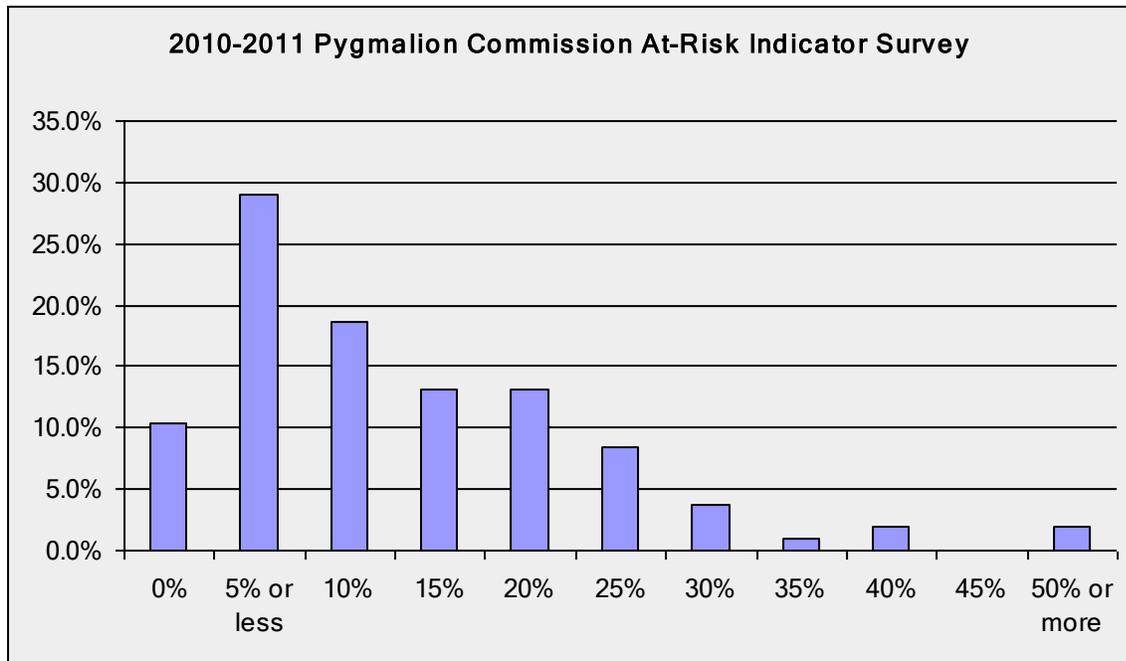
Question 9

What percentage of students lived in a home with two parents?		
Answer Options	Response Percent	Response Count
5% or less	21.5%	23
10%	8.4%	9
15%	7.5%	8
20%	7.5%	8
25%	11.2%	12
35%	6.5%	7
40%	12.1%	13
45%	4.7%	5
50% or greater	21.5%	23
<i>answered question</i>		107
<i>skipped question</i>		0



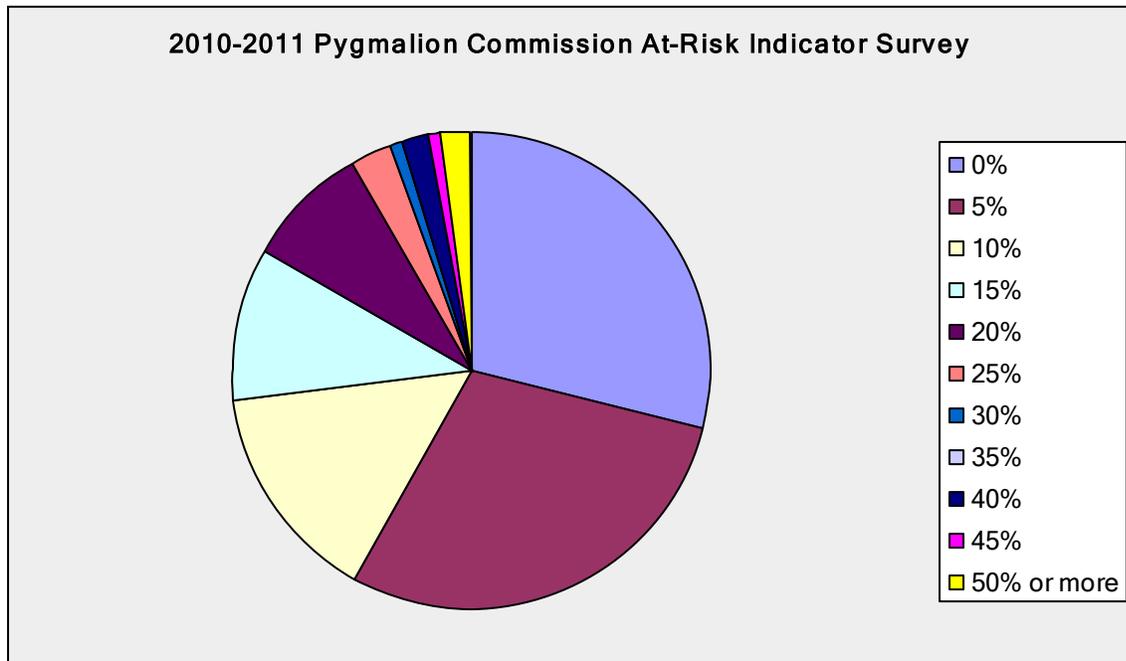
Question 10

What percentage of students lived with grandparents?		
Answer Options	Response Percent	Response Count
0%	10.3%	11
5% or less	29.0%	31
10%	18.7%	20
15%	13.1%	14
20%	13.1%	14
25%	8.4%	9
30%	3.7%	4
35%	0.9%	1
40%	1.9%	2
45%	0.0%	0
50% or more	1.9%	2
<i>answered question</i>		107
<i>skipped question</i>		0



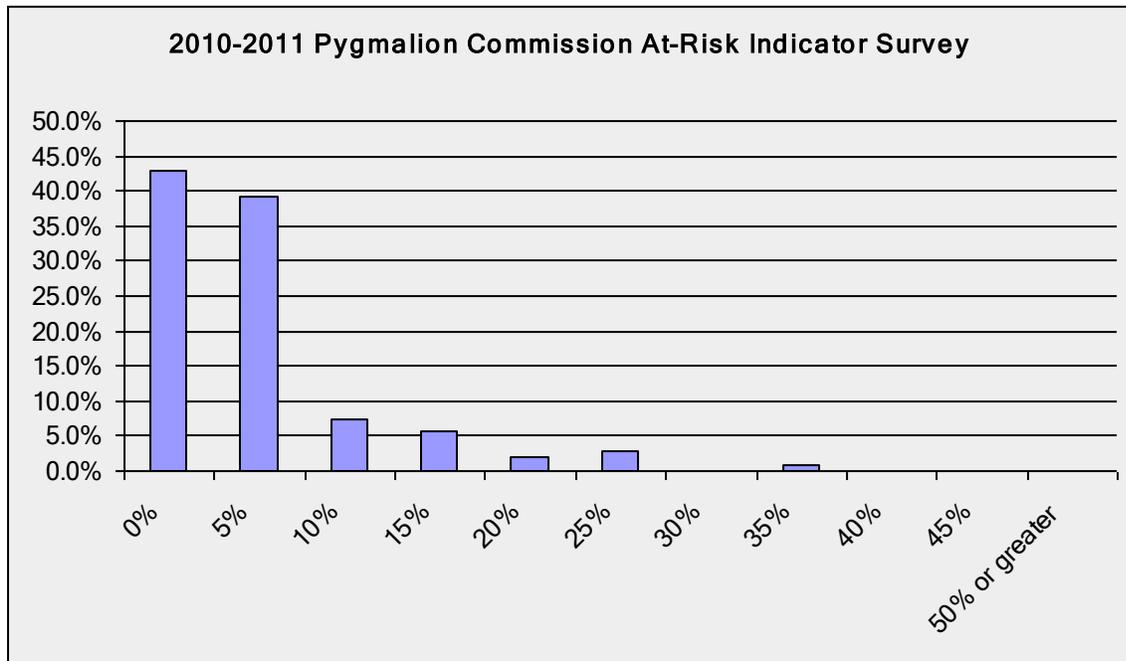
Question 11

What percentage of students lived with extended family?		
Answer Options	Response Percent	Response Count
0%	29.0%	31
5%	29.0%	31
10%	15.0%	16
15%	10.3%	11
20%	8.4%	9
25%	2.8%	3
30%	0.9%	1
35%	0.0%	0
40%	1.9%	2
45%	0.9%	1
50% or more	1.9%	2
<i>answered question</i>		107
<i>skipped question</i>		0



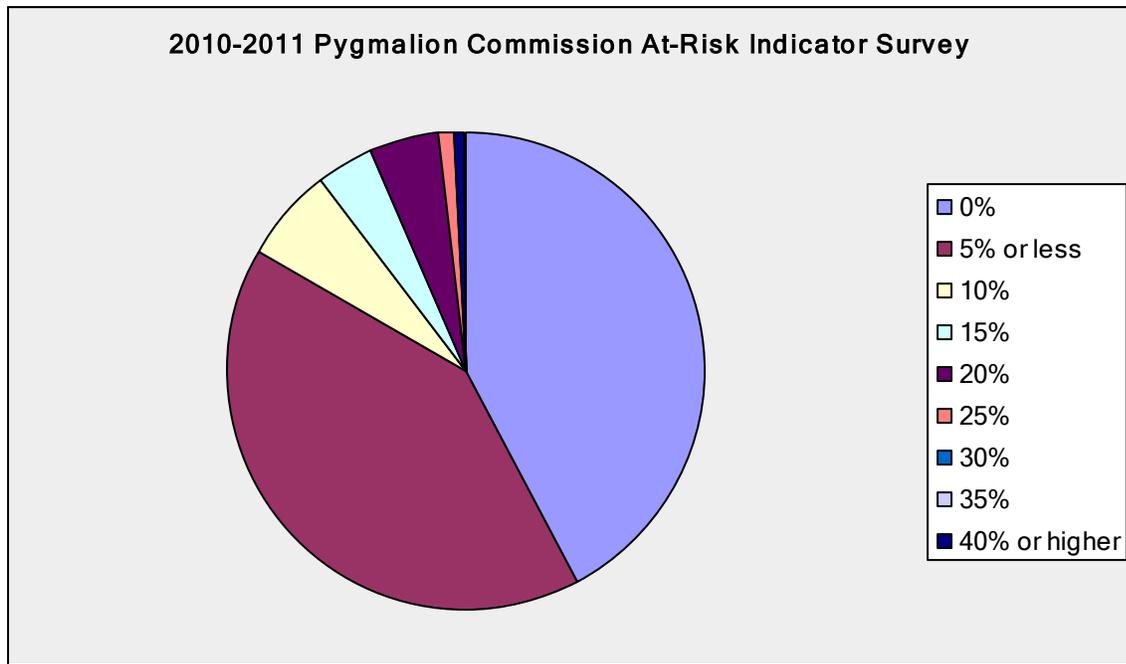
Question 12

What percentage lived with non-family or independently?		
Answer Options	Response Percent	Response Count
0%	43.0%	46
5%	39.3%	42
10%	7.5%	8
15%	5.6%	6
20%	1.9%	2
25%	2.8%	3
30%	0.0%	0
35%	0.9%	1
40%	0.0%	0
45%	0.0%	0
50% or greater	0.0%	0
<i>answered question</i>		107
<i>skipped question</i>		0



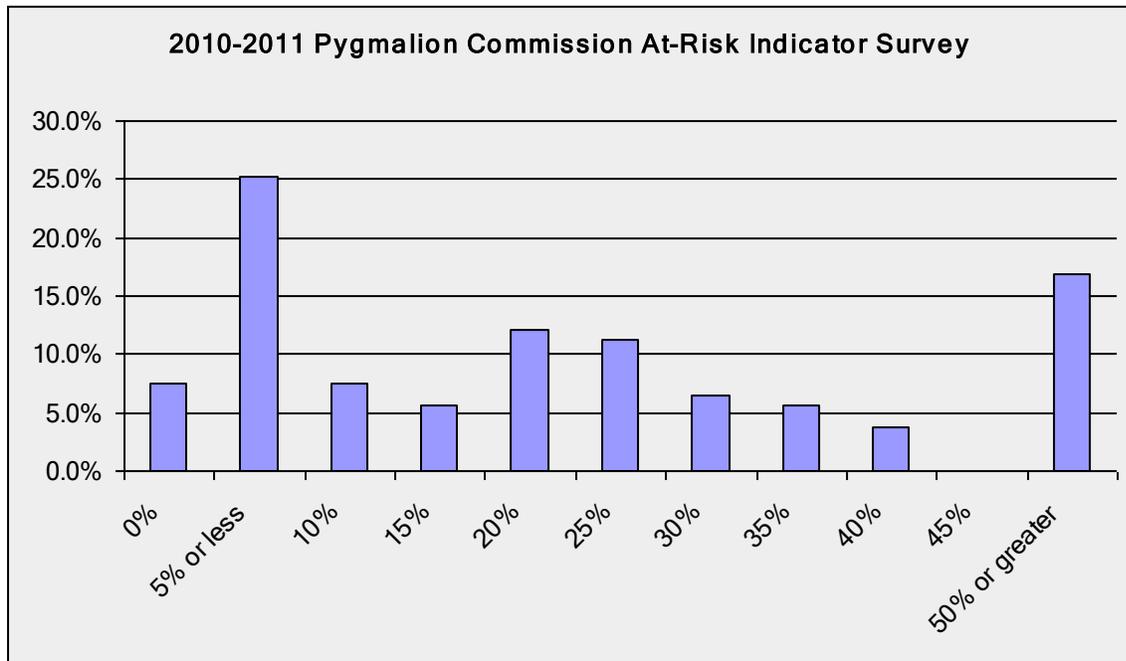
Question 13

What percentage of students was classified as homeless?		
Answer Options	Response Percent	Response Count
0%	42.1%	45
5% or less	41.1%	44
10%	6.5%	7
15%	3.7%	4
20%	4.7%	5
25%	0.9%	1
30%	0.0%	0
35%	0.0%	0
40% or higher	0.9%	1
<i>answered question</i>		107
<i>skipped question</i>		0



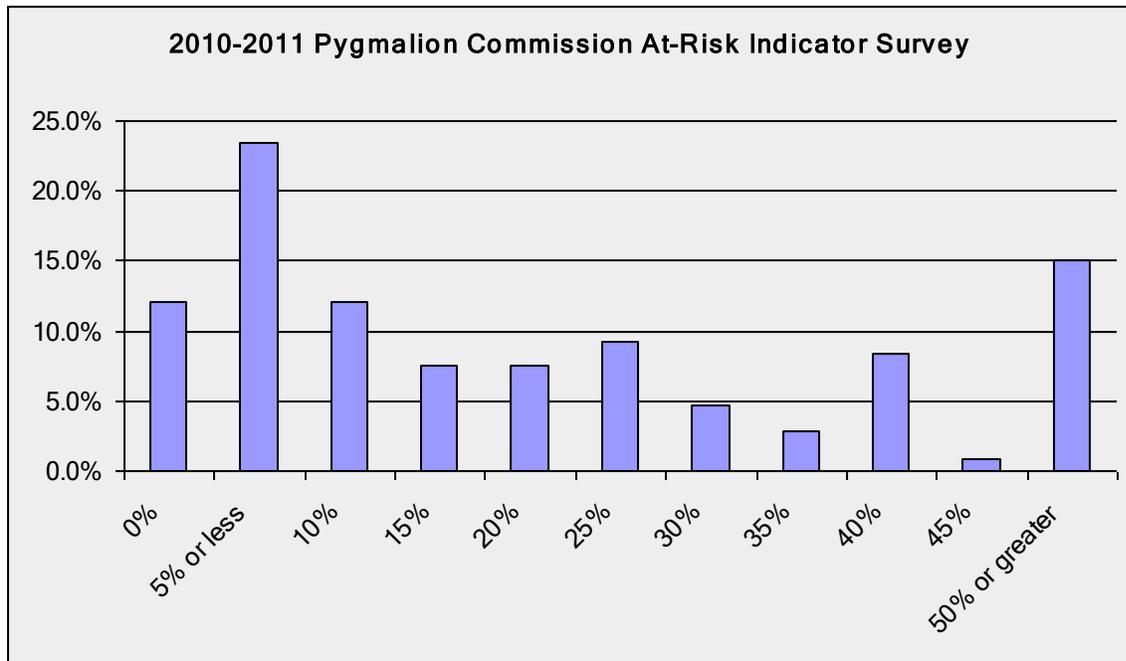
Question 14

What percentage of students was on probation?		
Answer Options	Response Percent	Response Count
0%	7.5%	8
5% or less	25.2%	27
10%	7.5%	8
15%	5.6%	6
20%	12.1%	13
25%	11.2%	12
30%	6.5%	7
35%	5.6%	6
40%	3.7%	4
45%	0.0%	0
50% or greater	16.8%	18
<i>answered question</i>		107
<i>skipped question</i>		0



Question 15

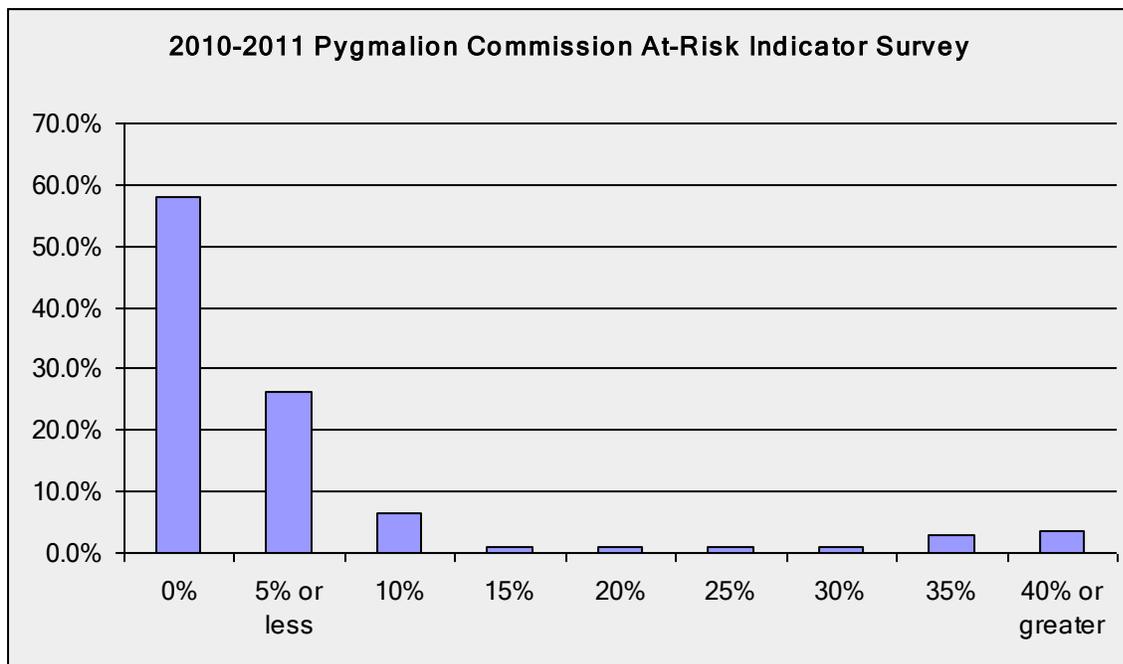
What percentage of students was in the juvenile justice system for FINS or dependency/Neglect?		
Answer Options	Response Percent	Response Count
0%	12.1%	13
5% or less	23.4%	25
10%	12.1%	13
15%	7.5%	8
20%	7.5%	8
25%	9.3%	10
30%	4.7%	5
35%	2.8%	3
40%	8.4%	9
45%	0.9%	1
50% or greater	15.0%	16
<i>answered question</i>		107
<i>skipped question</i>		0



Question 16

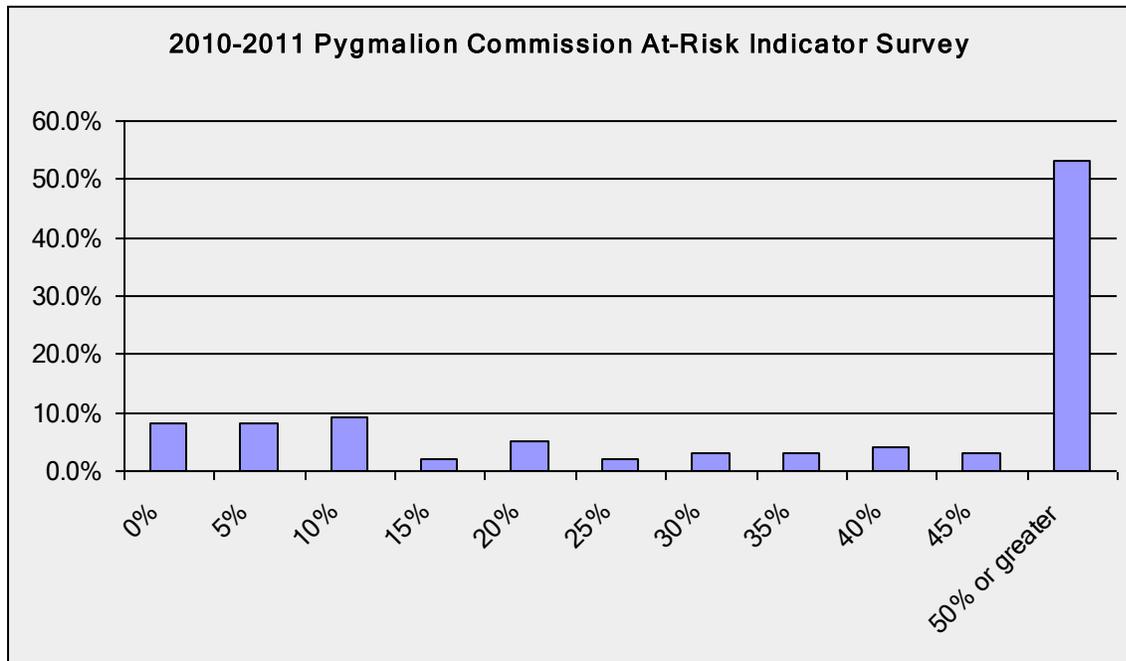
What was the percentage of students where another language other than English was the primary language in the home?

Answer Options	Response Percent	Response Count
0%	57.9%	62
5% or less	26.2%	28
10%	6.5%	7
15%	0.9%	1
20%	0.9%	1
25%	0.9%	1
30%	0.9%	1
35%	2.8%	3
40% or greater	3.7%	4
<i>answered question</i>		107
<i>skipped question</i>		0



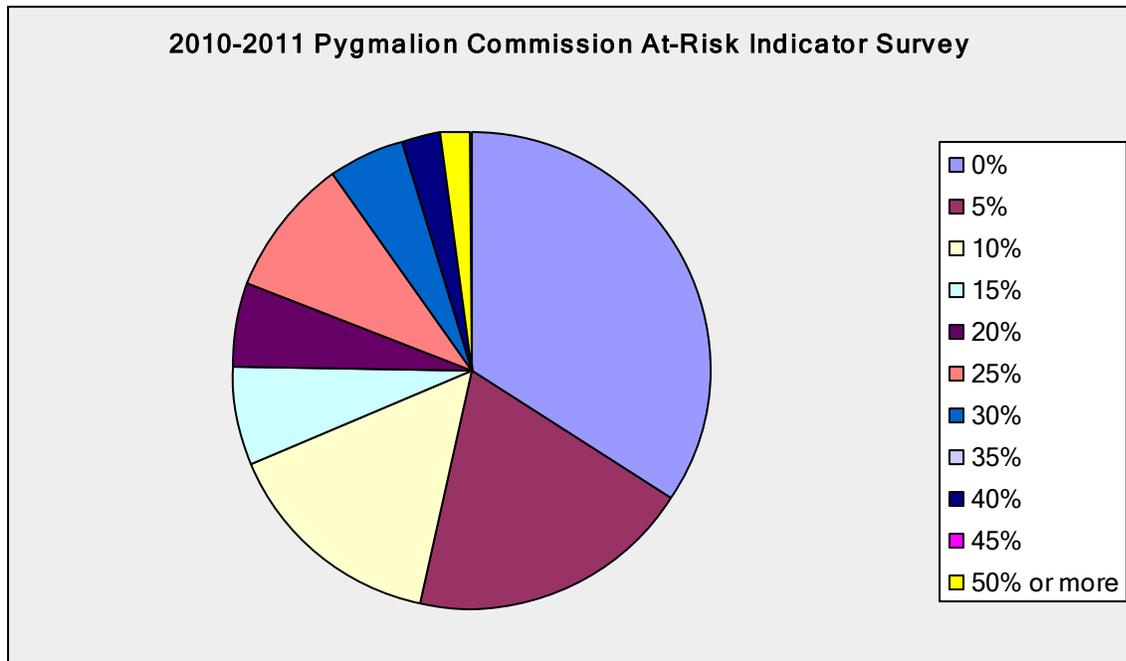
Question 17

What percentage of students had some form of health insurance?		
Answer Options	Response Percent	Response Count
0%	8.2%	8
5%	8.2%	8
10%	9.2%	9
15%	2.0%	2
20%	5.1%	5
25%	2.0%	2
30%	3.1%	3
35%	3.1%	3
40%	4.1%	4
45%	3.1%	3
50% or greater	53.1%	52
<i>answered question</i>		98
<i>skipped question</i>		9



Question 18

What percentage of students was employed?		
Answer Options	Response Percent	Response Count
0%	34.3%	36
5%	19.0%	20
10%	15.2%	16
15%	6.7%	7
20%	5.7%	6
25%	9.5%	10
30%	4.8%	5
35%	0.0%	0
40%	2.9%	3
45%	0.0%	0
50% or more	1.9%	2
<i>answered question</i>		105
<i>skipped question</i>		2



ADDENDUM III

**Pygmalion Commission Exemplary
Alternative Education Program Application**

General Information:

District LEA Number:

District Name:

Superintendent's Name:

E-Mail:

Director's Name:

E-Mail:

ALE Program Name:

Mailing Address:

Physical Address

Phone#:

Cell#:

Fax#:

Total number of students who were assigned to ALE during the 2009-2010 School Year

0-20

21-50

51-100

101-150

151 or more

1. Describe the mission, goals, and expectations of your district's ALE program. How is each defined and communicated to staff, parents, and students?
2. Describe the characteristics and needs of the student population for whom your alternative education program is designed.
3. Describe how the district provides sufficient oversight to ensure program quality in a manner that protects the autonomy of the alternative education program operations.
4. Describe how student academic, behavioral, and social improvement or achievement is the basis of program accountability.

-
5. Describe how the focus of staff development is positive student outcomes across academic, social, behavioral, life skills, vocational, and transitional domains that will enhance the student's success in present and future settings.
 6. Describe how the curriculum reflects evidence-based best practices and matches the needs of the targeted student population.
 7. Describe how the alternative education program uses program-wide, staff and student measures to monitor both program and student goals and objectives.
 8. Describe how all students have opportunities to learn and/or participate in arts, health and physical education, life skills, vocational, character education, and non-core content areas.
 9. Describe how partnerships are designed to support and enrich the program learning environment by including the community as a resource for education, advocacy, and volunteerism.
 10. Describe efforts to increase public awareness (through the use of newspaper articles, public presentations, and community projects) of the benefits of the alternative education program for students and community.
 11. Describe the availability of mental health services and how the program has established collaboration with the service provider(s) and has clearly outlined expectations and objectives.
 12. Describe how clear transition planning procedures are in place that address well-defined goals of the alternative education program placement, information, and record sharing, and follow-up support following placement in the student's next education or vocational setting.
 13. Describe the service learning opportunities offered to your students, including the roles of business and community partners.
 14. During the 2009-2011 school years, how many times have you done **each** of the following for other schools or districts: sent program information, provided technical assistance, or hosted site visits related to your alternative education program?

15. If selected as an Exemplary Program would you be willing and have the capacity to develop the media to provide a virtual tour of the program for others to learn from?
Yes No

I hereby, by my signing, give permission that any or all attached materials or photos and any photos that may be taken can be shared with persons interested in promoting, in a variety of media, the Arkansas Pygmalion Commission Exemplary Alternative Education Program Recognition.

School District

Printed Name of Superintendent

Signature of Superintendent

Date

Printed name of ALE Teacher/Director

Signature of ALE Teacher/Director

Date

DUE ON OR BEFORE May 16th, 2011

E-mail to: vicki.sandage@gmail.com

**Mail application to:
 Vicki Sandage
 Pygmalion Commission Liaison
 946 Monahan Road
 Mountain View, AR 72560**

ADDENDUM IV**2011 Exemplary Program Components Applications****Ashdown School District****Director: Linda Walker****ALE Program: Ashdown New Tradition****Batesville School District****Director: Steve Baxter****ALE Program: Success****Blytheville School District # 5****Director: Ann Lewis****ALE Program: Blytheville Charter School & ALC****Cabot School District****Director: Michele Evans****ALE Program: Academic Center of Excellence****Fort Smith Public Schools****Director: Dr. Randy Bridges****ALE Programs: Belle Point Center
Early Intervention Kindergarten (EIK)
Opportunity Centers I, II, and III****Fouke School District****Director: Debbie Huff****ALE Program: Fouke Alternative Education Program****Hackett School District****Director: Donna Swift****ALE Program: STAR Academy****Harrison School District****Director: Katie Deakins****ALE Program: Harrison Alternative Education Program****Hot Springs School District****Director: Jim Morgan****ALE Programs: Garland County ALE
(Summit School and Vista Program)****Jonesboro School District****Director: Todd Rhoades****ALE Program: Success Achievement Academy****Monticello School District****Director: Robert Ellis****ALE Program: Alternative Education Center**

North Little Rock School District Director: Charles Jones
ALE Program: **Argenta Academy**

Scranton School District Director: Mark Siebenmorgen
ALE Program: **Scranton Opportunity School**

Siloam Springs School District Director: Michele Markovich
ALE Program: **Main Street Academy**

Springdale Director: Tim Weiss, Sr.
ALE Program: **Springdale ALE**

Van Buren Public Schools Director: Steve Davis
ALE Programs: **The Learning Center**
Career Center

Waldron School District Director: Jackie Plummer
ALE Program: **Waldron Adventure Learning Academy**