

ARKANSAS SENATE
90th General Assembly - Regular Session, 2015
Amendment Form

Subtitle of Senate Bill No. 951

TO AMEND PROVISIONS OF THE ARKANSAS CODE CONCERNING A SYSTEM-WIDE ASSESSMENT
OF UNDERSERVED GEOGRAPHIC AREAS.

Amendment No. 1 to Senate Bill No. 951

Amend Senate Bill No. 951 as originally introduced:

Delete all language after the enacting clause and substitute the following:

"SECTION 1. TEMPORARY LANGUAGE. DO NOT CODIFY.

(a)(1) A systems assessment template for underserved areas and any tools related to the template shall be developed or recommended for the purpose of assessing geographic-specific needs of underserved areas around the state.

(2) The systems assessment template for underserved areas, and any tools related to the template, shall be developed or recommended by a workgroup that consists of:

(A) Two (2) members of the Senate appointed by the President Pro Tempore of the Senate;

(B) Two (2) members of the House of Representatives appointed by the Speaker of the House of Representatives;

(C) Employees of the Bureau of Legislative Research; and

(D) Members of the community with expertise in leadership, economic development, geography, and other fields relevant to the development of a systems assessment template for underserved areas.

(3) No later than October 15, 2016, the systems assessment template for underserved areas and any tools related to the template shall be developed or recommended by the workgroup to the Senate Committee on Education and the House Committee on Education.

(b) The purpose of the systems assessment template for underserved areas and any tools related to the template to:

(1) Assess, inform, and guide policy makers;

(2)(A) Be used by the Department of Education, the State Board of Education, and the Commissioner of Education to inform decision making concerning school districts and public schools that are in danger of or qualify as academic distress, fiscal distress, or facilities distress school districts or public schools.

(B) The state board and the commissioner are encouraged to use the systems assessment template for underserved areas and any tools related to the template before a school district or public school is placed



in academic distress, fiscal distress, or facilities distress status.

(C) The results of a systems assessment template for underserved areas, and any tools related to the template, that is used by the state board and the commissioner shall be shared with the school district or public school by a method determined to have maximum communication impact by the state board and the commissioner.

(D) A school district shall not be consolidated, annexed, reconstituted, or taken over by the state board before the state board and the commissioner perform a systems assessment template for underserved areas, and any tools related to the template;

(3) Be used by other state agencies when appropriate to inform decision making; and

(4) Be used voluntarily by communities with fidelity as a self-assessment exercise.

(c) The systems assessment template for underserved areas and any tools related to the template shall provide information about underserved areas related to the following without limitation:

(1) Quality of life, including:

(A) Availability of professionals in the community;

(B) Housing;

(C) Safety;

(D) Entertainment opportunities;

(E) Social and recreational opportunities, both indoor and outdoor;

(F) Healthy food choices;

(G) Shopping;

(H) Civic participation, expansive and inclusive;

(I) Social interactions, expansive and inclusive;

(J) Transportation options; and

(K) Opportunities for children to have a healthy start from early childhood through prekindergarten;

(2) Economic development and economic opportunity, including:

(A) Plans and promotion of economic development activities, such as:

(i) Entrepreneurship;

(ii) Place-based opportunities;

(iii) Place-based challenges;

(iv) Creative economy opportunities;

(v) Private sector efforts;

(vi) Public sector efforts; and

(vii) Roles of state and local public agencies; and

(B) Infrastructure challenges and strengths;

(3) Capacity building, including:

(A) Inclusive leadership building;

(B) Inclusive leadership sharing; and

(C) Talent and aspiration audit; and

(4) Demographic information of a community, including:

(A) Racial or ethnic groups;

(B) Genders;

(C) Socioeconomic statuses;

(D) Ages;

(E) Religions; and

(F) Other relevant information.”

The Amendment was read the first time, rules suspended and read the second time and _____

By: Senator Elliott

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Secretary